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BEHAVIOR DIFFICULTIES OF CHILDREN  
AS PERCEIVED AND JUDGED BY PARENTS,  
TEACHERS, AND CHILDREN THEMSELVES

UNIVERSITY OF MINNESOTA  
THE INSTITUTE OF CHILD WELFARE  
MONOGRAPH SERIES NO. XXV



BEHAVIOR DIFFICULTIES OF CHILDREN  
AS PERCEIVED AND JUDGED BY PARENTS,  
TEACHERS, AND CHILDREN THEMSELVES

BY

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1952

THE UNIVERSITY OF MINNESOTA PRESS

MINNEAPOLIS

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## FOREWORD

Workers in child development and mental health are much interested in behavior difficulties of children. They seek information on their origin, on the manner in which they change with age, and on the background factors which produce them. Many previous studies have been based upon reports made by parents or teachers. The uniqueness of Dr. Griffiths' study consists in his systematic check of the manner in which children's feelings about their own difficulties are related to the reports made by parents and teachers.

From the standpoint of method the study is of some interest since questionnaires were distributed first to parents through the cooperation of parent-teacher associations and of the school authorities. From these returns, a sample of 50 boys and 50 girls was selected at each age level from 6 to 14, matching the general population on a measure of socio-economic status based on the father's occupation. The selected children were then interviewed by the investigator, after which the teachers filled out a questionnaire for each child in the sample. Since the content of the questionnaires are identical, there is available for each child in the study the child's own report, his parents' report, and his teacher's report on the child's own difficulties. Thus, blanks which contained the necessary sampling information were secured from a large population through the cooperation of an interested organization; then samples of defined characteristics were selected and an intensive study made on the selected samples. By securing data on the most readily accessible group, the sampling problem is solved at the cost, it is true, of some questionnaires which are discarded, but with a very great saving in time and effort in the remainder of the study.

The design of the experiment makes possible an extensive analysis in terms of sex, age, and socio-economic status. For each, significant relations are found. Of these, the most important are consistent differences over the entire age range between the reports from the various socio-economic classes. The reports of children, parents, and teachers all reflect these differences.

In the literature a number of studies deal with single aspects of the problem faced in this study and one, in particular, deals with combinations on a small and somewhat atypical sample. Dr. Griffiths not only carries the analysis a significant step forward by getting data from three sources on the same child, but also by studying at each age level substantial samples selected in accordance with defined characteristics and stratified in terms of the general population.

Contrary to popular opinion, a science consists, not of a few isolated discoveries, but of a very substantial number of investigations made over a period of time which fit together to give a firm body of knowledge. The investigator who comes later benefits from earlier efforts and adds to the understanding of the area with which he is concerned by making more definitive and firm our knowledge on a particular problem. Dr. Griffiths has made such a contribution.

John E. Anderson  
Director, Institute of Child Welfare,  
University of Minnesota

#### ACKNOWLEDGMENTS

The author is sincerely grateful to Dr. John E. Anderson, under whose direction this investigation was made; to Dr. Dale B. Harris, who offered assistance in the solution of various problems; and to the school principals and teachers who gave freely of their time in arranging interviews for children, distributing questionnaires to parents, and supplying data about the children.

W. G.

# CONTENTS

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| I. INTRODUCTION. . . . .                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 3  |
| II. REVIEW OF LITERATURE. . . . .                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 5  |
| Common Behavior Difficulties: Incidence and Parents' and Teachers' Attitudes—Common Behavior Difficulties: Relationship to Socio-Economic Status                                                                                                                                                                                                                                                                                                                                                                   |    |
| III. DESIGN OF THE EXPERIMENT. . . . .                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 12 |
| The Problem—Preliminary Investigation—The Procedure—Determining Psychological Groups for the Specific Behavior Items                                                                                                                                                                                                                                                                                                                                                                                               |    |
| IV. ANALYSIS OF PARENTS' RESPONSES. . . . .                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 19 |
| Statement on Data Analyzed—Data about Parents Completing Questionnaires—Method of Analysis—Scores on Aggressive Behavior—Scores on Delinquent-Related Behavior—Scores on Withdrawing Behavior—Scores on Noncompliant Behavior—Adjustment and Management of the Child                                                                                                                                                                                                                                               |    |
| V. ANALYSIS OF TEACHERS' RESPONSES . . . . .                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 46 |
| Number of Children for Whom Teachers Completed Questionnaires—Scores on Aggressive Behavior—Scores on Delinquent-Related Behavior—Scores on Withdrawing Behavior—Adjustment and Management of the Child—Comparison of Parents' and Teachers' Adjustment and Management Ratings                                                                                                                                                                                                                                     |    |
| VI. ANALYSIS OF CHILDREN'S RESPONSES. . . . .                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 60 |
| Total Number of Children's Responses—Children's Responses to Each of the Questions—Comparisons among the Responses to the Four Questions—Relationships between Different Responses—Children's Responses Classified into Psychological Groups—Scores on Aggressive Behavior—Scores on Delinquent-Related Behavior—Scores on Withdrawing Behavior—Scores on Noncompliant Behavior—Comparison of Children's Responses with Their Own Parents' Ratings—Comparison of Children's Responses with Their Teachers' Ratings |    |

|                                                                                                                                                                                                                                                      |     |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| VII. SUMMARY AND CONCLUSIONS . . . . .                                                                                                                                                                                                               | 91  |
| Purposes—Preliminary Investigation—Final Investigation—Analysis of Data—Findings—Findings Related to Original Hypotheses—Comparison of Findings with Previous Reports in the Literature—Contributions of This Research—Problems for Further Research |     |
| APPENDIXES . . . . .                                                                                                                                                                                                                                 | 101 |
| BIBLIOGRAPHY . . . . .                                                                                                                                                                                                                               | 113 |
| INDEX. . . . .                                                                                                                                                                                                                                       | 115 |

## LIST OF TABLES

|                                                                                                                   |    |
|-------------------------------------------------------------------------------------------------------------------|----|
| 1. Number of Children Needed According to Socio-Economic Status. . . . .                                          | 16 |
| 2. Number of Parents Completing Questionnaires According to Age, Sex, and Socio-Economic Status of Child. . . . . | 20 |
| 3. Parent Completing Questionnaire According to Age and Sex of Child . . . . .                                    | 20 |
| 4. Number of Only Children and Those with Siblings, According to Sex and Socio-Economic Status of Child . . . . . | 21 |
| 5. Education of the Father and Mother According to Socio-Economic Status. . . . .                                 | 21 |
| 6. Aggressiveness: Mean Scores and Standard Deviations According to Age and Sex . . . . .                         | 22 |
| 7. Aggressiveness: Critical Ratios between Means for Certain Sex and Age Groups . . . . .                         | 23 |
| 8. Aggressiveness (Males): Critical Ratios between Means for Socio-Economic Groups of Various Ages. . . . .       | 24 |
| 9. Aggressiveness (Females): Critical Ratios between Means for Socio-Economic Groups of Various Ages. . . . .     | 25 |
| 10. Delinquency-Related: Mean Scores and Standard Deviations According to Age and Sex. . . . .                    | 27 |
| 11. Delinquency-Related: Critical Ratios between Means for Certain Sex and Age Groups . . . . .                   | 28 |

# LIST OF TABLES

ix

|                                                                                                                            |    |
|----------------------------------------------------------------------------------------------------------------------------|----|
| 12. Delinquency-Related (Males): Critical Ratios between Means for Socio-Economic Groups of Various Ages . . . . .         | 29 |
| 13. Delinquency-Related (Females): Critical Ratios between Means for Socio-Economic Groups of Various Ages . . . . .       | 30 |
| 14. Withdrawal: Mean Scores and Standard Deviations According to Age and Sex . . . . .                                     | 32 |
| 15. Withdrawal: Critical Ratios between Means for Certain Sex and Age Groups . . . . .                                     | 33 |
| 16. Withdrawal (Males): Critical Ratios between Means for Socio-Economic Groups of Various Ages. . . . .                   | 35 |
| 17. Withdrawal (Females): Critical Ratios between Means for Socio-Economic Groups of Various Ages. . . . .                 | 35 |
| 18. Noncompliance: Mean Scores and Standard Deviations According to Age and Sex . . . . .                                  | 38 |
| 19. Noncompliance: Critical Ratios between Means for Certain Sex and Age Groups . . . . .                                  | 39 |
| 20. Noncompliance (Males): Critical Ratios between Means for Socio-Economic Groups of Various Ages. . . . .                | 41 |
| 21. Noncompliance (Females): Critical Ratios between Means for Socio-Economic Groups of Various Ages. . . . .              | 41 |
| 22. Differences between Well-Adjusted and Poorly Adjusted Children in Relation to Psychological Groups . . . . .           | 44 |
| 23. Differences between Easy Management and Difficult Management of Children in Relation to Psychological Groups . . . . . | 45 |
| 24. Number of Children, According to Sex and Age, for Whom Teachers Completed Questionnaires . . . . .                     | 46 |
| 25. Aggressiveness: Mean Scores and Standard Deviations According to Age and Sex . . . . .                                 | 47 |
| 26. Aggressiveness: Critical Ratios between Means for Certain Sex and Age Groups . . . . .                                 | 48 |
| 27. Aggressiveness (Males): Critical Ratios between Means for Socio-Economic Groups of Various Ages. . . . .               | 49 |
| 28. Aggressiveness (Females): Critical Ratios between Means for Socio-Economic Groups of Various Ages. . . . .             | 49 |
| 29. Delinquency-Related: Mean Scores and Standard Deviations According to Age and Sex. . . . .                             | 50 |

|                                                                                                                                        |    |
|----------------------------------------------------------------------------------------------------------------------------------------|----|
| 30. Delinquency-Related: Critical Ratios between Means for Certain Sex and Age Groups . . . . .                                        | 51 |
| 31. Delinquency-Related (Males): Critical Ratios between Means for Socio-Economic Groups of Various Ages . . . . .                     | 52 |
| 32. Delinquency-Related (Females): Critical Ratios between Means for Socio-Economic Groups of Various Ages . . . . .                   | 52 |
| 33. Withdrawal: Meal Scores and Standard Deviations According to Age and Sex . . . . .                                                 | 53 |
| 34. Withdrawal: Critical Ratios between Means for Certain Sex and Age Groups . . . . .                                                 | 54 |
| 35. Withdrawal (Males): Critical Ratios between Means for Socio-Economic Groups of Various Ages. . . . .                               | 55 |
| 36. Withdrawal (Females): Critical Ratios between Means for Socio-Economic Groups of Various Ages. . . . .                             | 56 |
| 37. Differences between Well-Adjusted and Poorly Adjusted Children in Relation to Psychological Groups . . . . .                       | 57 |
| 38. Differences between Easy Management and Difficult Management of Children in Relation to Psychological Groups . . . . .             | 58 |
| 39. Correlations between Parents' and Teachers' Ratings on Adjustment and Management. . . . .                                          | 59 |
| 40. Mean Number of Children's Responses. . . . .                                                                                       | 60 |
| 41. Most Frequently Mentioned Responses to Four Questions. . . . .                                                                     | 61 |
| 42. Differences between Age Groups in Certain Responses . . . . .                                                                      | 63 |
| 43. Most Frequently Mentioned Responses: Ways in Which Children Would Like to Change Their Own Behavior . . . . .                      | 64 |
| 44. Most Frequently Mentioned Responses: Ways in Which Children Think Their Mothers Would Like Them to Change Their Behavior. . . . .  | 65 |
| 45. Most Frequently Mentioned Responses: Ways in Which Children Think Their Fathers Would Like Them to Change Their Behavior. . . . .  | 66 |
| 46. Most Frequently Mentioned Responses: Ways in Which Children Think Their Teachers Would Like Them to Change Their Behavior. . . . . | 67 |

# LIST OF TABLES

xi

|                                                                                                                                            |    |
|--------------------------------------------------------------------------------------------------------------------------------------------|----|
| 47. Rank Difference Correlations for Responses to Each Question . . . . .                                                                  | 73 |
| 48. Aggressiveness: Mean Scores and Standard Deviations According to Age and Sex . . . . .                                                 | 74 |
| 49. Aggressiveness: Critical Ratios between Mean Number of Responses for Certain Sex and Age Groups. .                                     | 76 |
| 50. Aggressiveness (Males): Critical Ratios between Means for Socio-Economic Groups of Various Ages. .                                     | 77 |
| 51. Aggressiveness (Females): Critical Ratios between Means for Socio-Economic Groups of Various Ages. .                                   | 77 |
| 52. Delinquency-Related: Mean Scores and Standard Deviations According to Age and Sex. . . . .                                             | 78 |
| 53. Delinquency-Related: Critical Ratios between Mean Number of Responses for Certain Sex and Age Groups                                   | 79 |
| 54. Delinquency-Related (Males): Critical Ratios between Means for Socio-Economic Groups of Various Ages . . . . .                         | 80 |
| 55. Delinquency-Related (Females): Critical Ratios between Means for Socio-Economic Groups of Various Ages . . . . .                       | 80 |
| 56. Withdrawal: Mean Scores and Standard Deviations According to Age and Sex . . . . .                                                     | 82 |
| 57. Withdrawal: Critical Ratios between Mean Number of Responses for Certain Sex and Age Groups . . . . .                                  | 82 |
| 58. Withdrawal (Males): Critical Ratios between Means for Socio-Economic Groups of Various Ages. . . . .                                   | 83 |
| 59. Withdrawal (Females): Critical Ratios between Means for Socio-Economic Groups of Various Ages. .                                       | 84 |
| 60. Noncompliance: Mean Scores and Standard Deviations According to Age and Sex . . . . .                                                  | 85 |
| 61. Noncompliance: Critical Ratios between Mean Number of Responses for Certain Sex and Age Groups. .                                      | 85 |
| 62. Noncompliance (Males): Critical Ratios between Means for Socio-Economic Groups of Various Ages. .                                      | 87 |
| 63. Noncompliance (Females): Critical Ratios between Means for Socio-Economic Groups of Various Ages. .                                    | 87 |
| 64. Differences between Mean Scores of Parents' Data for Children Showing No Responses as Compared with Those Showing One or More. . . . . | 88 |

|                                                                                                                                             |    |
|---------------------------------------------------------------------------------------------------------------------------------------------|----|
| 65. Differences between Mean Scores of Teachers' Data for Children Showing No Responses as Compared with Those Showing One or More. . . . . | 89 |
|---------------------------------------------------------------------------------------------------------------------------------------------|----|

# LIST OF FIGURES

|                                                                                                    |    |
|----------------------------------------------------------------------------------------------------|----|
| 1. Aggressiveness: Mean Scores According to Sex, Age, and Socio-Economic Status. . . . .           | 23 |
| 2. Aggressiveness: Percentage of Parents Indicating Child Shows Particular Behavior. . . . .       | 26 |
| 3. Delinquency-Related: Mean Scores According to Sex, Age, and Socio-Economic Status . . . . .     | 29 |
| 4. Delinquency-Related: Percentage of Parents Indicating Child Shows Particular Behavior . . . . . | 31 |
| 5. Withdrawal: Mean Scores According to Sex and Age .                                              | 32 |
| 6. Withdrawal: Mean Scores According to Sex, Age, and Socio-Economic Status. . . . .               | 34 |
| 7. Withdrawal: Percentage of Parents Indicating Child Shows Particular Behavior. . . . .           | 37 |
| 8. Noncompliance: Mean Scores According to Sex and Age.                                            | 38 |
| 9. Noncompliance: Mean Scores According to Sex, Age, and Socio-Economic Status. . . . .            | 40 |
| 10. Noncompliance: Percentage of Parents Indicating Child Shows Particular Behavior. . . . .       | 43 |
| 11. Aggressiveness: Mean Scores According to Sex and Age                                           | 47 |
| 12. Delinquency-Related: Mean Scores According to Sex and Age. . . . .                             | 50 |
| 13. Withdrawal: Mean Scores According to Sex and Age .                                             | 54 |
| 14. Percentage of Certain Responses According to Sex and Age. . . . .                              | 62 |
| 15. Comparison of Responses to Four Questions According to Sex and Age . . . . .                   | 69 |
| 16. Psychological Behavior Groups: Mean Scores . . . .                                             | 75 |

BEHAVIOR DIFFICULTIES OF CHILDREN  
AS PERCEIVED AND JUDGED BY PARENTS,  
TEACHERS, AND CHILDREN THEMSELVES



## I. INTRODUCTION

Parents, teachers, and others who work with children have frequently been asked to express what they think are children's behavior difficulties. The information secured from such studies has been of immense value. It has been of value not only to research workers in the field of child growth and development but also to parents and teachers, to whom it has given increased appreciation of some common behavior difficulties that all children seem to have at one time or another. Certainly no one would deny that Wickman (46) and all the authors of studies patterned after his have helped to focus the attention of teachers on the personality traits of children.

It is interesting that practically all these studies have been concerned with information about children given by adults. Very few investigators have ever asked children to state what they believe to be their own shortcomings. Since behavior standards are set up by adults, it seems important to know whether the child is aware of the ways in which adults feel he should behave.

This investigation is an attempt to discover what children think are their own behavior problems. In what ways do children believe they should change their own behavior? How do children of different ages perceive and judge their own behavior difficulties?

Radke (31), in studying the effects of home authority and discipline upon preschool children, has shown that the young child's concept of good and bad behavior is determined largely by his parents' approval or disapproval. The "good" boy is one who avoids adult displeasure. The present study is concerned with learning whether children of school age are aware of what their parents and teachers think are their actual behavior difficulties.

Are children more aware of what their parents or of what their teachers think are their behavior difficulties? Del Solar (15) believes that children are more aware of parents' attitudes than of teachers', since parents have the greater emotional stake in the child. The present investigation attempts to study this question in greater detail. It is possible that children's behavior problems are situational—the child may show certain difficulties in the home and entirely different ones in the classroom.

This investigation is further interested in studying, in more detail than has been done before, the common behavior difficulties of children in relation to chronological age and especially in relation to socio-economic status. Recent social-anthropological studies have indicated the important effects of socio-economic status on the developing child, and have placed special emphasis on the fact that our society is primarily governed by a middle-class code of standards and regulations. Because middle-class standards have little meaning for children from other socio-economic levels, such children are likely to have behavior difficulties.

## II. REVIEW OF LITERATURE

The research directly related to the present investigation centers mainly around two cores: incidence, with emphasis on the attitudes of parents and teachers toward behavior difficulties, and the influence of environmental factors. The literature in both these areas, despite methodological inadequacies, has contributed greatly to the understanding of children's difficulties. However, only a few attempts have been made to study what children believe to be their own behavior difficulties.

### COMMON BEHAVIOR DIFFICULTIES: INCIDENCE AND PARENTS' AND TEACHERS' ATTITUDES

Several studies have been made showing the relationship of behavior difficulties to the school situation. Haggerty (19) reported the incidence of behavior problems of 800 elementary school children as determined by their teachers. He found that the four most frequent behavior difficulties were lack of interest in schoolwork, cheating, unnecessary tardiness, and lying. He found a higher frequency of problems for boys, but no change in number of problems with age for either sex. In studying the relationship between IQ and behavior problems, Haggerty found the lowest incidence of problems at the IQ level of 100.

The Haggerty study influenced Wickman (46) to make his well-known investigation of teachers' attitudes toward behavior problems. Haggerty had indicated that teachers were very concerned over some types of problems while they regarded others as relatively unimportant. Working on this lead, Wickman found that teachers regarded behavior problems of an overt and aggressive type as more serious than those of a withdrawing and recessive nature. Being primarily interested in teachers' attitudes, Wickman made no attempt to study the incidence of problems in relation to chronological age, socio-economic status, or other factors.

Wickman has been criticized for certain procedural errors (14, 45). In his study mental hygienists rated the same fifty behavior problems that had previously been rated by teachers. It was found that teachers rated withdrawing forms of behavior as the least serious, while just the reverse was true for the mental hygienists. Davis and McGinnis have pointed out, however, that instructions to the teachers and

to the mental hygienists were different and that "they were not looking at the items of behavior in the same way" (14, p. 7). Teachers were asked about children's behavior in relation to the school situation while mental hygienists were asked about children's behavior in relation to their future adjustments as adults.

Even though Wickman has been criticized, his influence cannot be underestimated. Several later studies were made in which Wickman's experimental design was modified. Some of these (3, 17, 21, 24, 28, 33, 42) were concerned with teachers' attitudes, others (5, 27, 35, 36, 37) with parents' attitudes as well as teachers'.

Hurlock and McDonald (21), using essentially Wickman's list of undesirable behavior traits, studied more extensively the relationship between behavior problems and chronological age. Teachers were asked to give information on 790 children between the ages of 11 and 14 inclusive, in relation to how frequently they showed certain common behavior problems. They found that the greatest number of undesirable traits occurred at age 14 for boys and at age 12 for girls. The traits occurring most frequently for boys were whispering, inattentiveness, carelessness, failure to prepare, and interrupting. For the girls, the most common traits were whispering, inattentiveness, carelessness, lack of interest, and daydreaming.

After studying behavior-problem children of elementary school age, Young-Masten (41) showed that the highest incidence of conduct disorders was in violations of class room and work rules. Teachers and principals named boys as behavior problems about five times as frequently as girls. Through personal observation and other methods, Young-Masten also compared 28 behavior-problem children with 28 children rated by teachers as "average" and found no statistically significant differences between the two groups except that the problem children in their relationship to other children were more aggressive.

Long (26) prepared a questionnaire for parents based on many of Wickman's behavior traits. She found some marked age differences in undesirable behavior tendencies. The 338 subjects of the study ranged from 3 to 18 years of age and came primarily from the higher socio-economic groups. When the 7- to 10-year-olds were compared with the 5- to 7-year-olds, significant increases with age were found in willfulness, bad language, habitual irritability, whining, and untidiness. Certain other behavior tendencies increased consistently and significantly throughout the entire 5- to 18-year range.

These were avoiding responsibility, being shy, being easily discouraged, resisting bedtime, being overly conscientious, and not trying hard enough. Girls of 7 to 10 years were found to be more disobedient and overly conscientious than boys while boys were more easily angered than girls.

One of the most carefully planned studies of the attitudes of parents toward behavior problems was carried out by Davis and McGinnis (14). Their questionnaire was based on Wickman's list of behavior problems but the original single words or phrases were expanded into descriptive statements of behavior situations. Parents were asked to rate the seriousness of certain behavior at three specific ages: 5, 9, and 15. Seriousness was supposed to relate to the child's future adjustment as an adult. The behavior schedules were filled out by parents before and after child study instruction.

After analyzing approximately 5000 forms, Davis and McGinnis found that differences between urban and rural parents were slight; parents with grammar school education, however, were more apt to consider problems very serious than were parents with more education. Parents were inclined to consider traits of a delinquent nature more serious than those associated with neuroticism. Problems were considered more serious in children of 9 and 15 than in children of 5, and slightly more serious in girls than in boys, but no marked sex differences were noted. The change in attitudes of parents who had received child study instruction from professionally trained leaders was far greater than the change in attitudes of parents who had received instruction from local leaders.

Through personal interviews with 544 families having 1137 children of all ages, Jersild and his collaborators (22) studied both the joys and problems of child rearing. The following major categories of problems were reported by parents in rank order of frequency: personality traits, sibling relationships, establishing routines, school, living quarters, and emotional behavior.

A study by del Solar (15), related to Jersild's, approximates most closely the objectives and methods of the present investigation. Del Solar, through interviews with parents, teachers, and children themselves, hoped to obtain information on the following questions:

1. What are the similarities and differences in the appraisals by parents, by teachers, and by children of the assets, satisfying qualities, weaknesses, shortcomings, and needs of individual children?

2. To what extent do parents, teachers, and children have concerns in common?
3. What aspects of the children's behavior seem to be regarded as peculiarly the concern of the school or of the home?
4. What are the ways, if any, and the extent to which children seem to be subjected to conflicting pressures as revealed by their own attitudes and opinions and the attitudes and opinions of their parents and teachers?
5. In what ways do teachers and parents directly, or by implication, differ with respect to theories of discipline, self direction, importance of skill subjects, free expression, etc.? (P. 4.)

Del Solar's subjects were 36 children of the upper and middle socio-economic groups between the ages of 6 and 12. She used essentially Jersild's method of interviewing parents by asking them to describe characteristics of the child which gave pleasure and those which created problems. Parents were also asked specific questions relating to the child's adjustment at school. A similar type of interview was held with the teachers.

Del Solar was able to have personal interviews with only 32 of the children. The following questions were asked each child:

1. Do you like school?
  2. What do you like best at school? What is your favorite subject or activity?
  3. What do you like to do best at home?
  4. What is your least liked activity at school?
  5. What do you least like to do at home?
  6. In what does your teacher wish you would improve?
  7. What do your parents wish you would do better?
- (Pp. 84-85.)

Del Solar found that both parents and teachers were more concerned about children who showed submissive characteristics than about those who showed aggressive behavior. Even though the sample used in her study was small, this change in attitudes of teachers and parents since Wickman's early study is significant.

The behavior difficulties most commonly mentioned by both teachers and parents were classified by del Solar as unfavorable personality traits, intellectual shortcomings, and undesirable social relationships. About one half of the children were described as showing some withdrawing and submissive traits and one third as being overly aggressive.

In summarizing the children's responses, del Solar states: "When the children were asked to mention the manner in which their parents and teacher believed they could improve, they reported most frequently that their teachers wanted them to improve in their academic work and be less noisy and boisterous. They stated that they believed their parents hoped they would 'mind' more readily, practice their music more diligently, improve in routine matters, and get along better with their brothers and sisters." (P. 108.) Del Solar also found that children were not aware that their parents and teachers were concerned with their all-around development.

#### COMMON BEHAVIOR DIFFICULTIES: RELATIONSHIP TO SOCIO-ECONOMIC STATUS

Warner (43) published in 1941 the first of a number of volumes known as the Yankee City Series, the purpose of which was to study important aspects of the life in a modern community. In planning the research, one of Warner's main hypotheses was that the economic system is one of the fundamental structures of society. As the study progressed, Warner rejected this hypothesis, feeling that it was too simple an explanation to account for the differences that were found and in its place proposed a class hypothesis. Class was defined by Warner as "two or more orders of people who are believed to be, and are accordingly ranked by the members of the community, in socially superior and inferior positions" (p. 82).

Warner established six classes: upper-upper, upper-lower, middle-upper, middle-lower, lower-upper, and lower-lower. These classes are not static; people are constantly moving in both downward and upward directions. Warner's class hypothesis stimulated the development of numerous other studies (7, 10, 11, 16).

Centers (6), in reviewing the most recent of the studies based on the class hypothesis, expresses an opinion held frequently by psychologists: "A basic fault repeatedly cited in commentary on this [Warner and Hunt's Social Life of a Modern Community (43)] and succeeding works of Warner and his many collaborators is the failure of the writers to make explicit and clear some procedure which would make it possible for other social scientists to classify the members of a community in the style practiced by the Warner school. It has been claimed that the criteria of status are too variable, unstandardized and unquantified to be usable by an outsider." (P. 263.)

Certainly Warner's method leaves certain methodological problems still to be worked out. (In his latest publication (44), Warner has attempted to refine his techniques.) Yet the class hypothesis has raised some very important issues which need further investigation. One question that has been suggested, and that relates directly to the present investigation, is the influence of social class on the behavior difficulties of children.

Probably the first extensive study showing the effects of social class on the behavior of children was Anderson's (1) White House Conference investigation of approximately 3000 families. Marked differences were found between the upper and the lower socio-economic groups in virtually all practices in the care and training of children. In maintaining discipline, for instance, the methods used by the upper socio-economic groups were primarily deprivation and reasoning, while physical punishment and scoldings were more generally used by the lower socio-economic groups. Anderson in his report states: "The evidence for the existence of differential environments so far as the child is concerned is overwhelming. When the population is divided on the basis of socio-economic status and the practices of the resulting groups are studied in detail, a picture is obtained of a society composed of a series of cultures, each of which is fairly distinct from but overlaps the one immediately below and immediately above it and all of which seems to be arranged in a linear series." (P. 23.)

One point continually brought out by the social anthropologists is the influence of the middle class in our society. Davis (9) states that community life studies show that "... the middle class people maintain, organize, and direct American life. . . . Almost all of the good things in American life, as we in education evaluate it, are the achievements of the middle-status persons: care of and pride in property, careful child-training with emphasis upon renunciation and sacrifice for future gains, long and arduous education, development of complex and demanding skills." (P. 212.)

Children from middle-class families are constantly under pressure to attain and achieve goals set up by the middle class. Davis and Havighurst (12) believe that much of the friction between middle-class parents and children grows out of this pressure. They even go so far as to state that 75 per cent of parent-child difficulties of the middle class are related to parents' demands.

In interviewing mothers of young children, Davis and

Havighurst (13) found that the child-rearing practices of the middle class are much more rigid than those of lower class parents. In comparing the two groups it was found that children from the middle classes had to assume more home responsibilities at an earlier age; take naps more frequently; attend movies less frequently; and be home at night at an earlier hour. Commenting on these differences the authors state: ". . . we would say that middle-class children are subjected earlier and more consistently to the influences which make a child an orderly, conscientious, responsible, and tame person. In the course of this training middle-class children probably suffer more frustration of their impulses." (P. 707.)

Middle-class standards and regulations not only affect middle-class children but also are a source of problems to children of the lower class. Children of the lower class come from homes having, for the most part, different standards and rules (11, 43), and yet they are subjected, especially in the school situation, to behavior standards which have no meaning for them. Davis (8) uses as an illustration aggressive behavior. He writes: "In the middle class, aggression is clothed in the conventional forms of initiative, or ambition, or even of progressiveness, but in the lower class it more often appears unabashed as physical attack, or as threats of and encouragement for physical attack. In general, middle-class aggression is taught to adolescents in the form of social and economic skills which will enable them to compete effectively at that level." (Pp. 33-34.)

Hollingshead (20), in his recent community-class study of 735 adolescents, also found that the upper groups are more socially accepted in the school situation, for they manifest, both in speech and action, behavior acceptable to teachers.

In studying elementary school children in a small industrial community, Stendler (34) has shown that awareness of class symbols develops gradually over a number of years. By the time children reach the eighth grade they are quite aware of class differences. Middle-class children by that time not only choose friends in their own class but also have acquired favorable attitudes toward their own group and unfavorable attitudes toward lower classes.

The present investigation is an attempt to study in greater detail some of these relationships which appear to exist between socio-economic status and children's behavior difficulties.

### III. DESIGN OF THE EXPERIMENT

#### THE PROBLEM

The present research was designed to provide answers to three main questions.

First, what kinds of behavior difficulties do children think they themselves have? The hypothesis held was that young children of the early elementary school level are aware mainly of those difficulties characterized by overt and aggressive behavior, but that with increasing age they become increasingly aware of difficulties of a submissive or withdrawing nature.

Second, in what respects do parents' and teachers' judgments of children's behavior difficulties differ from each other, and from children's judgments of themselves? The hypothesis was that as children grow older, parents', teachers', and children's judgments of behavior difficulties are in greater agreement.

Third, what is the relationship between common behavior difficulties and socio-economic status of children between the ages of 6 and 14 inclusive? The hypothesis is that children from the middle socio-economic groups are essentially conformists; they show fewer overt and aggressive behavior difficulties, but more difficulties of a submissive or withdrawing nature, than children from the upper and lower socio-economic groups.

#### PRELIMINARY INVESTIGATION

Various methods have been employed to secure information from both parents and teachers on children's behavior problems. The one used most frequently, the questionnaire, is, of course, not suitable for use with children in the primary grades. The interview method was decided upon as the best means of obtaining information from children at the elementary school level.

The first problem was to devise a set of standard questions that not only would elicit the desired information but also would require an interview of not more than ten minutes per child. It was also necessary to construct a set of questions that would be comprehensible to first-grade children.

A set of preliminary questions was devised and tried out experimentally by interviewing twenty kindergarten children. It was assumed that, if the questions could be understood at that level, a minimum of difficulty would be encountered in the early primary grades. After several processes of elimination and revision, four interview questions were decided upon:

1. Every year many people make what they call a New Year's Resolution. When they make a New Year's Resolution they try to change their behavior or ways of doing things. Just pretend that you are going to make a New Year's Resolution. If you did, what are the ways you behave that you would like to change? How many ways can you think of?
2. In what ways do you behave that you think your mother would like you to change?
3. In what ways do you behave that you think your father would like you to change?
4. In what ways do you behave that you think your teacher would like you to change?

The next step in the preliminary investigation was securing children's answers to the four questions. At the University of Minnesota Elementary School, ten children were interviewed in each of the first three grades. A school in rural Hennepin County provided an opportunity to interview the same number in the fifth and sixth grades.

To secure information at the junior high school level, the four questions were mimeographed and permission was obtained from the University of Minnesota High School to have some sections of the seventh, eighth, and ninth grades answer the questions in one of their regular class periods. Approximately forty students in each of these grades answered the four questions.

All responses were analyzed and tabulated according to frequencies, but there was no attempt to make separate tabulations of the replies to each of the four questions. The final list consisted of approximately thirty different items in which children thought either they should improve their behavior or their parents and teachers wished for improvement.

To this list were added twelve items from the Haggerty (19) and Wickman (46) studies on the incidence of behavior problems as reported by elementary school teachers.

Approximately fifty mothers attending a school parents' meeting were asked to list the behavior difficulties most

frequent in their children of elementary and junior high school age. The suggestions listed by the mothers were used as a basis for group discussion so that additional behavior difficulties might be discovered. The suggestions offered by this group of mothers were compared with the list obtained from the children and teachers so that new items might be added. The final list consisted of 49 common behavior difficulties.

A questionnaire dealing with these 49 common behavior difficulties was devised for parents. Whenever it was possible, Wickman's phraseology for behavior items was used in order that subsequent studies from these data might be compared with the numerous studies patterned after Wickman. Because the questionnaire was to be distributed to parents of all socio-economic groups, it was essential that it be made as short and simple as possible. The questionnaire requested parents to indicate, for each of the 49 behavior difficulties, the frequency with which the child showed the particular behavior (never, sometimes, or often) and whether the behavior disturbed the parent (yes or no).

In addition to this information the parent was asked to state the child's general adjustment (poor, fair, average, good, or excellent) and describe the management of the child (easy, fairly easy, average, slightly difficult, or difficult). The other information called for included names of parent and child, sex of parent, age of child, education of mother, education of father, occupation of father, and number of living brothers and sisters. A copy of the printed questionnaire for parents may be found in Appendix A.

A questionnaire was devised for teachers similar to the one for parents, but it consisted of 42 instead of 49 items, those behavior difficulties that pertained only to the home situation being eliminated from the teachers' questionnaire. Deleted also were the questions relating to personal family data. Appendix B presents a copy of the questionnaire used for teachers.

#### THE PROCEDURE

The Minneapolis public schools granted permission for participation in the study by fourteen elementary schools and two junior high schools.

A visit was made to each of the school principals to explain the details of the study. All the principals agreed that the questionnaire for parents should be distributed by teachers and sent home with the children. Each principal

gave permission for his name to be typed on a mimeographed letter to accompany the questionnaire. A copy of the letter used in one school may be found in Appendix C. The letters used in the other schools were either identical with this one or very similar in content.

The principals felt that they should determine the number of questionnaires to be distributed, in their own schools. Some principals did not want distribution in classes that had substitute teachers or in which teachers were carrying an extra heavy teaching schedule.

It was difficult to obtain an accurate estimate of how many questionnaires were distributed in each school, especially since a few schools failed to return unused copies. However, approximately 65 per cent of the questionnaires distributed in the elementary schools and about 42 per cent at the junior high level were filled out by parents. Teachers reported that many of the questionnaires were lost by children in taking them to and from home. At the junior high level, a few of the teachers indicated that some students, after reading the contents of the letter and questionnaire, failed to take the envelope home, because they did not want their parents to complete the questionnaire. Consideration was given to sending the material to parents through the mail with a stamped envelope for return, but because of expense this procedure was deemed inadvisable.

It was decided that the minimum sample should be 50 boys and 50 girls at each chronological age, 6 to 14 inclusive, with a representative socio-economic distribution at each age.

When the questionnaires were returned they were analyzed, and all those with incomplete information were discarded. Incomplete questionnaires included any with personal data omitted or not having all 49 items checked.

\* Socio-economic status was determined by the occupation of the father. Table 1 shows the number of children needed in each socio-economic group for a representative sample of Minneapolis children (50 boys and 50 girls at each chronological age).

For each elementary school a list was made of the names of children whose parents had completed the questionnaire data sheet. After each name, chronological age and socio-economic status were indicated. Arrangements were made with each school to select a few children in every room for interviewing. Seven hundred children between the ages of 6 and 12 inclusive were interviewed. These consisted of 50 boys

Table 1.—Number of Children Needed According to  
Socio-Economic Status

| Socio-Economic Group <sup>1</sup> | Number of Children Needed <sup>2</sup> |
|-----------------------------------|----------------------------------------|
| I . . . . .                       | 2                                      |
| II . . . . .                      | 5                                      |
| III . . . . .                     | 11                                     |
| V . . . . .                       | 19                                     |
| VI . . . . .                      | 9                                      |
| VII . . . . .                     | 4                                      |
| Total . . . . .                   | 50                                     |

<sup>1</sup> Group IV, farmers, was not used in this urban sampling.

<sup>2</sup> The Minnesota Scale for Paternal Occupations (Institute of Child Welfare, University of Minnesota).

and 50 girls at each age with the exact socio-economic distribution given in Table 1. Within each socio-economic group the children were selected at random.

For interview purposes a private room in each school was used. A note was sent to the teachers by principals asking them to send certain children to the examiner's room for a short psychological test.

After an attempt to establish rapport with each child, the subject was informed that a study was being made at the University of Minnesota and that several hundred children were being interviewed. The child was asked whether he would help by answering some questions to which there were no right or wrong answers. The four questions used in the preliminary investigation were then asked the children. If necessary, questions were repeated and encouragement given the child by such remarks as these: "This isn't too hard a question, I'm sure you can answer it." "We just want to know what you think—there are no right or wrong answers."

Interviews with all the children were made by the same examiner. To facilitate recording of answers, the 49 behavior difficulties listed in the questionnaire were memorized by serial number. Small sheets of paper were mimeographed with space at the top for the name of the child, the school, and the room number. The roman numerals I, II, III, and IV were typed at equal intervals one under the other on the sheet to indicate the four questions. If the child's answer to the first question dealt with ways that he thought he should help more around the house, then "39" (avoiding or not doing assigned chores or tasks at home) was written after numeral I. When the child gave an answer that did not

seem to be described by any of the 49 items, the complete answer was written down by the examiner.

After the children in a particular school had been interviewed, a meeting was held with the entire faculty. The teachers were briefly informed that the interviews with the children and the questionnaires sent to parents were parts of the same study. The teachers were not told the specific purposes of the study but were informed that it was a general attempt to learn more about the common behavior difficulties of children. The faculty was advised that at the completion of the entire study a report would be made to them if they so desired. The teachers of the children who had been interviewed were then requested to fill out a questionnaire for each child.

At the junior high level, data were secured from 200 children, not through personal interviews, but by having the children write the answers to the questions on mimeographed sheets. This was the same method employed in the preliminary investigation.

#### DETERMINING PSYCHOLOGICAL GROUPS FOR THE SPECIFIC BEHAVIOR ITEMS

In order that the data could be studied more effectively from a psychological standpoint, it was desirable to classify each of the 49 items into one of several broad psychological categories. Wickman (46) in analyzing teachers' attitudes arbitrarily classified his list of behavior difficulties into five groups: (1) problems relating to immorality; (2) problems relating to difficulties with authority; (3) problems relating to difficulties in application of schoolwork; (4) problems describing aggressive and antagonistic personality traits; and (5) problems describing withdrawing and recessive personality traits. Davis and McGinnis (14) in their study of the attitudes of parents toward the seriousness of behavior problems also arbitrarily classified 50 behavior difficulties into three groups: (1) neurotic traits; (2) delinquent traits; and (3) traits involving personal-social relationships.

It was felt that, for this particular investigation, which would attempt to interpret the results in broad psychological terms rather than by specific behavior items, it would be desirable to have several raters classify the items rather than to have it done arbitrarily by the investigator.

Using Wickman's and Davis and McGinnis' psychological groups as well as modifications of these as guides, four

persons professionally trained in the fields of child development and mental hygiene were asked to group the 49 items. Because all final classifying would have to be done tediously by hand, it was decided to have the fewest number of groups possible. It was also necessary to choose groups wherein a high degree of agreement between raters could be obtained. The raters finally classified the items into four broad psychological groups: aggressive behavior, withdrawing behavior, noncompliant behavior in the home, and delinquent-rated behavior.

After the final groups had been decided upon, ten judges rated all the items into one of the four categories named above. Appendix D is a copy of the instructions given to the raters. High agreement was found among the raters. In a few cases some items were placed in two categories by different raters, but in no instance were more than two categories named. Appendix E lists the ratings of the ten judges for each of the 49 items. It was arbitrarily decided that, to be placed in only one of the groups, an item should have at least 80 per cent agreement among the raters, and any items receiving less than that should be placed in both categories. Fortunately, the number of items in more than one group is so small that it is not likely to affect significantly the relationship between the categories. Appendix F shows the final grouping of all items.

## IV. ANALYSIS OF PARENTS' RESPONSES

### STATEMENT ON DATA ANALYZED

As stated in Chapter III, 900 of the children whose parents had completed questionnaires were selected for interview purposes. Selections were based on the sex, chronological age, and socio-economic status of the children. Since complete data had been secured from 3387 parents, it was decided to analyze in detail the questionnaires completed by all the parents rather than those from only the 900 whose children were included in the study. The larger number of cases made it possible to reach more reliable conclusions regarding socio-economic differences. The socio-economic distribution of all the parents approximates fairly closely that of the 900 parents. To compare the data on all the parents with those of the smaller group graphs were drawn of the children's mean scores, according to sex and chronological age, for the four psychological groups: aggressive behavior, withdrawing behavior, noncompliant behavior, and delinquent-related behavior. Differences were small and did not warrant a separate analysis of the data for just the parents of the children used in the study. However, when comparisons are made between teachers and parents in relation to adjustment and management, only those parents are included whose children were interviewed.

### DATA ABOUT PARENTS COMPLETING QUESTIONNAIRES

Table 2 shows the distribution of the 3387 parents completing questionnaires according to sex and chronological age of children and the socio-economic status breakdown. Since the number of cases for each chronological age was too small for analysis at each socio-economic level, groups I and II, III and V, and VI and VII were combined. These will be referred to in the investigation as respectively the upper (or high), middle, and lower (or low) socio-economic groups. It may be noted that, even with the combined groups, the number of cases is small at the higher ages for the upper and lower socio-economic groups.

Approximately three fourths of the questionnaires were completed by mothers. Fathers completed questionnaires for 28 per cent of the boys but for only 16 per cent of the girls. Table 3 gives the sex of the parent completing the questionnaires according to age and sex of the child.

## BEHAVIOR DIFFICULTIES OF CHILDREN

Table 2.—Number of Parents Completing Questionnaires  
According to Age, Sex, and Socio-Economic  
Status of Child<sup>1</sup>

| CA       | High SE |         | Middle SE |         | Low SE |         | Total |         |
|----------|---------|---------|-----------|---------|--------|---------|-------|---------|
|          | Males   | Females | Males     | Females | Males  | Females | Males | Females |
| 6 . . .  | 47      | 28      | 150       | 111     | 41     | 36      | 238   | 175     |
| 7 . . .  | 60      | 67      | 209       | 202     | 41     | 47      | 310   | 316     |
| 8 . . .  | 54      | 40      | 168       | 166     | 49     | 40      | 271   | 246     |
| 9 . . .  | 48      | 46      | 137       | 145     | 27     | 37      | 212   | 228     |
| 10 . . . | 44      | 36      | 135       | 125     | 36     | 36      | 215   | 197     |
| 11 . . . | 39      | 31      | 124       | 128     | 29     | 38      | 192   | 197     |
| 12 . . . | 29      | 20      | 82        | 82      | 29     | 29      | 140   | 131     |
| 13 . . . | 17      | 14      | 53        | 75      | 17     | 6       | 87    | 95      |
| 14 . . . | 10      | 2       | 47        | 57      | 10     | 11      | 67    | 70      |
| Total    | 348     | 284     | 1105      | 1091    | 279    | 280     | 1732  | 1655    |

<sup>1</sup> For Tables 2 through 23 data from all 3387 parents answering the questionnaire are included.

Table 3.—Parent Completing Questionnaire  
According to Age and Sex of Child

| CA       | Males  |        | Females |        |
|----------|--------|--------|---------|--------|
|          | Mother | Father | Mother  | Father |
| 6 . . .  | 184    | 54     | 146     | 29     |
| 7 . . .  | 236    | 74     | 267     | 49     |
| 8 . . .  | 191    | 80     | 213     | 33     |
| 9 . . .  | 151    | 61     | 190     | 38     |
| 10 . . . | 145    | 70     | 156     | 41     |
| 11 . . . | 128    | 64     | 173     | 24     |
| 12 . . . | 100    | 40     | 107     | 24     |
| 13 . . . | 57     | 30     | 78      | 17     |
| 14 . . . | 54     | 13     | 60      | 10     |
| Total    | 1246   | 486    | 1390    | 265    |

Parents indicated on the questionnaires that 89 per cent of the children had living siblings. Only children constituted 9 per cent of the upper socio-economic group, 12 per cent of the middle group, and 9 per cent of the lower group. Table 4 shows this distribution.

Data pertaining to the education of the mother and father are presented in Table 5. Approximately 95 per cent of the mothers and 98 per cent of the fathers in the upper socio-economic group had had at least high school education. In the middle group, 65 per cent of the mothers and 56 per

Table 4.—Number of Only Children and Those with Siblings,  
According to Sex and Socio-Economic Status of Child

|                           | High SE | Middle SE | Low SE | Total |
|---------------------------|---------|-----------|--------|-------|
| Only children             |         |           |        |       |
| Male. . .                 | 23      | 131       | 21     | 175   |
| Female. .                 | 31      | 144       | 27     | 202   |
| Children with<br>siblings |         |           |        |       |
| Male. . .                 | 325     | 974       | 258    | 1557  |
| Female. .                 | 253     | 947       | 253    | 1453  |

Table 5.—Education of the Father and Mother According  
to Socio-Economic Status

|                               | High SE | Middle SE | Low SE | Total |
|-------------------------------|---------|-----------|--------|-------|
| Did not complete grade school |         |           |        |       |
| Father . . . . .              | 0       | 41        | 63     | 104   |
| Mother . . . . .              | 0       | 27        | 43     | 70    |
| Completed grade school        |         |           |        |       |
| Father . . . . .              | 12      | 923       | 392    | 1327  |
| Mother. . . . .               | 32      | 748       | 336    | 1116  |
| Completed high school         |         |           |        |       |
| Father . . . . .              | 174     | 1132      | 103    | 1409  |
| Mother . . . . .              | 391     | 1350      | 176    | 1917  |
| Completed college             |         |           |        |       |
| Father . . . . .              | 446     | 100       | 1      | 547   |
| Mother . . . . .              | 209     | 71        | 4      | 284   |

cent of the fathers had finished high school. In the lower group, 32 per cent of the mothers and 19 per cent of the fathers had completed high school.

#### METHOD OF ANALYSIS

For each questionnaire a score was obtained for each of the four psychological groups named in Chapter III. For any behavior item which the parent indicated the child showed "sometimes" the weight of 1 was assigned, and for behavior shown "often" the weight of 2 was given. Thus, for example, a particular child might have the total scores of 12 for

aggressive behavior, 3 for delinquent-related behavior, 6 for withdrawing behavior, and 8 for noncompliant behavior.

### SCORES ON AGGRESSIVE BEHAVIOR

Table 6 gives the mean scores and standard deviations for aggressiveness in males and females according to chronological age and sex. It may be seen that in general the mean

Table 6.—Aggressiveness: Mean Scores and Standard Deviations  
According to Age and Sex

| CA         | Males |      | Females |      |
|------------|-------|------|---------|------|
|            | Mean  | SD   | Mean    | SD   |
| 6 . . . .  | 12.36 | 4.09 | 11.60   | 4.24 |
| 7 . . . .  | 12.51 | 4.08 | 11.49   | 4.41 |
| 8 . . . .  | 11.54 | 4.11 | 10.44   | 4.16 |
| 9 . . . .  | 11.39 | 4.26 | 12.20   | 4.26 |
| 10 . . . . | 10.96 | 4.42 | 10.28   | 4.27 |
| 11 . . . . | 11.40 | 4.34 | 9.21    | 4.38 |
| 12 . . . . | 10.59 | 4.78 | 9.21    | 4.52 |
| 13 . . . . | 9.65  | 4.71 | 8.51    | 4.20 |
| 14 . . . . | 9.32  | 3.62 | 7.70    | 3.21 |

scores for both sexes decrease with age and that at nearly all ages the mean scores for boys are higher than for the girls.

Table 7 shows the critical ratios obtained by comparing the mean scores of all the boys and all the girls, and the mean scores of the boys and girls in each of three age groups: 6 to 8, 9 to 11, and 12 to 14. All the mean differences are highly significant. Thus for those items classified in the aggressive behavior group, parents indicated that boys showed the behavior more frequently than girls, that sex differences occurred in the younger, middle, and older age groups, and that the behavior items were more frequently mentioned for the younger children than the older children of the same sex.

Figure 1 gives the aggressiveness mean scores according to socio-economic status. In general, the figure shows lower mean scores for the middle socio-economic status.

Table 8 gives a clearer understanding of some of the socio-economic differences according to age groups for boys while Table 9 presents the same information for the girls.

For the boys, Table 8 shows that when all ages are combined there is a significant difference between the mean

Table 7.—Aggressiveness: Critical Ratios between Means  
for Certain Sex and Age Groups

| Sex                       | N    | CA <sup>1</sup> | Mean  | SD   | CR      |
|---------------------------|------|-----------------|-------|------|---------|
| <u>Comparisons by Sex</u> |      |                 |       |      |         |
| Males                     | 1732 | 6-14            | 11.44 | 4.59 | 7.71 ** |
| Females                   | 1655 | 6-14            | 10.23 | 4.52 |         |
| Males                     | 819  | 6-8             | 12.14 | 4.21 | 4.45 ** |
| Females                   | 737  | 6-8             | 11.16 | 4.40 |         |
| Males                     | 619  | 9-11            | 11.23 | 4.47 | 4.92 ** |
| Females                   | 622  | 9-11            | 10.00 | 4.34 |         |
| Males                     | 294  | 12-14           | 10.04 | 4.65 | 3.92 ** |
| Females                   | 296  | 12-14           | 8.61  | 4.17 |         |
| <u>Comparisons by Age</u> |      |                 |       |      |         |
| Males                     | 819  | 6-8             | 12.14 | 4.21 | 3.92 ** |
|                           | 619  | 9-11            | 11.23 | 4.47 | 3.65 ** |
|                           | 294  | 12-14           | 10.04 | 4.65 | 6.77 ** |
|                           | 819  | 6-8             | 12.14 | 4.21 |         |
| Females                   | 737  | 6-8             | 11.16 | 4.40 | 4.87 ** |
|                           | 622  | 9-11            | 10.00 | 4.34 | 4.65 ** |
|                           | 296  | 12-14           | 8.61  | 4.17 | 8.70 ** |
|                           | 737  | 6-8             | 11.16 | 4.40 |         |

\*\* Significant at .01 level.

<sup>1</sup> In this table and all the tables to follow, 6-14 should be interpreted as chronological ages 6 to 14 inclusive; 6-8, ages 6 to 8 inclusive; etc.

Figure 1. Aggressiveness: Mean Scores According to  
Sex, Age, and Socio-Economic Status

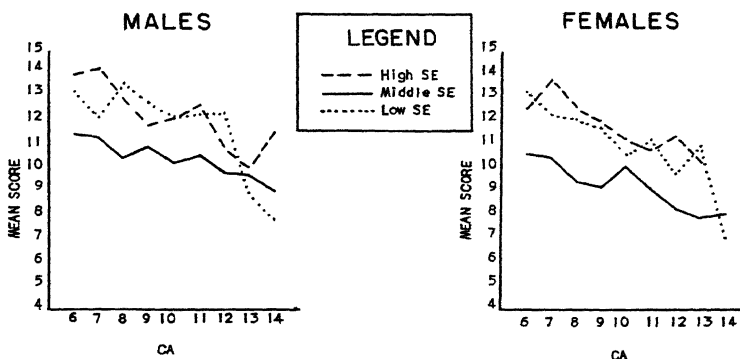


Table 8.—Aggressiveness (Males): Critical Ratios between Means for Socio-Economic Groups of Various Ages

| CA    | N    | SE     | Mean  | SD   | CR     |
|-------|------|--------|-------|------|--------|
| 6-14  | 348  | High   | 12.60 | 4.05 | .57    |
|       | 279  | Low    | 12.40 | 4.58 | 5.49** |
|       | 1105 | Middle | 10.72 | 4.47 | 7.35** |
|       | 348  | High   | 12.60 | 4.05 |        |
| 6-8   | 161  | High   | 13.75 | 3.91 | 1.35   |
|       | 131  | Low    | 13.08 | 4.35 | 4.48** |
|       | 527  | Middle | 11.17 | 4.33 | 7.12** |
|       | 161  | High   | 13.75 | 3.91 |        |
| 9-11  | 131  | High   | 12.22 | 3.85 | .45    |
|       | 92   | Low    | 12.50 | 4.95 | 3.33** |
|       | 396  | Middle | 10.61 | 4.60 | 3.94** |
|       | 131  | High   | 12.22 | 3.85 |        |
| 12-14 | 56   | High   | 10.79 | 4.91 | .24    |
|       | 56   | Low    | 10.58 | 4.18 | 1.47   |
|       | 182  | Middle | 9.61  | 4.60 | 1.58   |
|       | 56   | High   | 10.79 | 4.91 |        |

\*\* Significant at .01 level.

scores of the middle socio-economic group and those of the upper and the lower groups. The difference in mean scores between the upper and lower socio-economic groups is not significant. This same trend occurs for the chronological ages that are combined in the 6 to 8 age group and the 9 to 11 age group. However, no significant socio-economic difference occurs in the older age group, 12 to 14. These findings partially support the hypothesis stated in this investigation that children from the middle socio-economic group are less aggressive than children from the upper and lower socio-economic groups. The findings do show, however, that there are no significant socio-economic differences at the older age level, 12 to 14. Since the number of subjects in this age group was the fewest, it is possible that with a larger sample significant socio-economic differences might occur. On the other hand, if it is assumed that even with a larger sample there would be no real differences, the explanation might be that at the early adolescent level socio-economic differences no longer exist. At this age peer influences might be stronger than family or teacher influences.

Table 9 for the girls shows the same general socio-economic pattern. When all ages are combined the middle socio-economic group has a significantly lower mean score for aggressiveness. This is also true for the age groups 6 to 8 and 9 to 11. In the older age group, 12 to 14, however,

Table 9.—Aggressiveness (Females): Critical Ratios between Means for Socio-Economic Groups of Various Ages

| CA    | N    | SE     | Mean  | SD   | CR     |
|-------|------|--------|-------|------|--------|
| 6-14  | 284  | High   | 11.94 | 3.90 | 1.33   |
|       | 280  | Low    | 11.46 | 4.64 | 6.38** |
|       | 1091 | Middle | 9.52  | 4.04 | 9.26** |
|       | 284  | High   | 11.94 | 3.90 |        |
| 6-8   | 135  | High   | 13.18 | 3.68 | 1.11   |
|       | 123  | Low    | 12.56 | 5.10 | 4.76** |
|       | 479  | Middle | 10.17 | 4.33 | 8.03** |
|       | 135  | High   | 13.18 | 3.68 |        |
| 9-11  | 113  | High   | 10.54 | 4.14 | 1.21   |
|       | 111  | Low    | 11.17 | 4.47 | 3.87** |
|       | 398  | Middle | 9.41  | 4.36 | 2.52*  |
|       | 113  | High   | 10.54 | 4.14 |        |
| 12-14 | 36   | High   | 10.46 | 3.89 | 1.18   |
|       | 46   | Low    | 9.32  | 4.86 | 1.48   |
|       | 214  | Middle | 8.17  | 4.45 | 3.20** |
|       | 36   | High   | 10.46 | 3.89 |        |

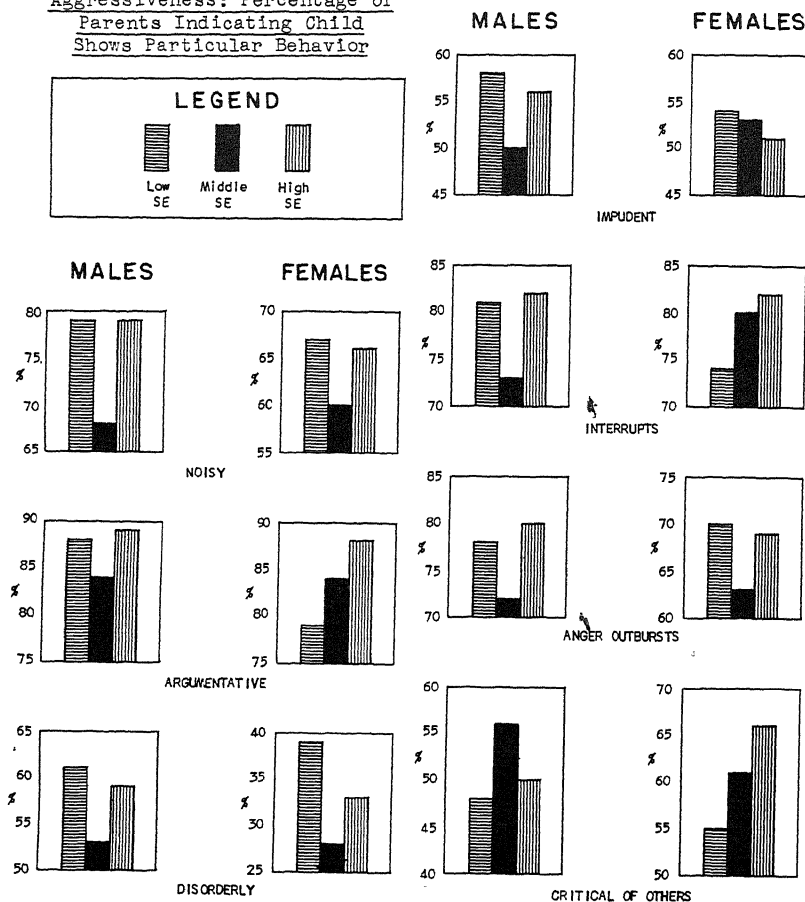
\*\* Significant at .01 level.

\* Significant at .05 level.

the girls differ from the boys, for there continues to be a significant difference between the middle and upper socio-economic groups for the girls. This could be due either to a sampling error or to the fact that girls of the middle socio-economic group might have more family and other pressures placed on them to behave in a less aggressive manner. The table is also interesting in that the girls of the upper socio-economic group have a higher mean score than girls of the lower socio-economic group. This difference, although not significant, is more consistent for the girls than for the boys. One might wonder whether there is not a tendency for the upper socio-economic groups to feel the least amount of adult restraint in terms of overt behavior.

When some of the behavior items that fall into the category of aggressive behavior are analyzed separately, the same socio-economic status trend persists. Figure 2 gives the percentage of children by chronological age and socio-economic group whose parents indicated that they showed a particular type of behavior either "sometimes" or "often." For example, 79 per cent of the parents of the high and low socio-economic groups indicated that their children were noisy, in contrast to only 68 per cent of the parents of the middle socio-economic group. The actual percentages may be found in Appendix G.

Figure 2.  
Aggressiveness: Percentage of  
Parents Indicating Child  
Shows Particular Behavior



In general, the behavior items in Figure 2 for the boys show that the middle-class group is less noisy, argumentative, disorderly, and impudent, interrupts less, and has fewer anger outbursts than the upper and lower socio-economic groups. The one item that shows a different trend—the middle socio-economic group exceeding the other two—is that of being critical of others. The girls do not show quite as consistent a socio-economic trend as the boys. Girls in the middle socio-economic group are less noisy and disorderly and show fewer anger outbursts than the other socio-economic

Table 10.—Delinquency-Related: Mean Scores and Standard Deviations According to Age and Sex

| CA           | Males |      | Females |      |
|--------------|-------|------|---------|------|
|              | Mean  | SD   | Mean    | SD   |
| 6 . . . . .  | 3.19  | 1.89 | 2.78    | 2.02 |
| 7 . . . . .  | 2.94  | 1.78 | 2.62    | 2.12 |
| 8 . . . . .  | 2.85  | 2.18 | 2.46    | 1.95 |
| 9 . . . . .  | 2.83  | 2.36 | 2.26    | 1.66 |
| 10 . . . . . | 2.60  | 2.16 | 2.21    | 1.84 |
| 11 . . . . . | 2.72  | 2.48 | 1.81    | 1.52 |
| 12 . . . . . | 2.73  | 2.72 | 1.94    | 1.58 |
| 13 . . . . . | 2.17  | 2.38 | 2.08    | 1.57 |
| 14 . . . . . | 2.00  | 2.30 | 2.39    | 1.96 |

groups, but the middle socio-economic group of girls is more argumentative, interrupts more frequently, and is more critical of others than the lower socio-economic group.

#### SCORES ON DELINQUENT-RELATED BEHAVIOR

For those items classified in the delinquent-related behavior category, Table 10 gives the mean scores and standard deviations according to sex and chronological age. The table shows that for the males there is a decrease in the number of mean responses from ages 6 to 10. At age 11 there is an increase which remains approximately the same for another year, after which the decrease once again occurs. Although the increase between the means at ages 10 and 11 is not statistically significant (CR .60), it is nevertheless interesting in that a similar increase occurs for the girls at age 12. However, for the girls this increase continues through age 14. At all ages except age 14, the mean scores for the boys are higher than those for the girls.

Table 11 shows the critical ratios obtained when a comparison is made between the mean scores for certain age and sex groups. Sex differences are significant when all ages are combined, the critical ratio being 6.34. When ages are combined into the groups 6 to 8, 9 to 11, and 12 to 14, sex differences are significant except for the older age group. These sex differences are in line with such studies as Olson (30), Rundquist (32), and others which have indicated that boys more than girls show a greater number of what are usually thought of as the more serious conduct disorders. It is difficult to explain why no sex difference exists in the older age group. It is possible that the small number of cases at ages 13 and 14 might account for this.

Table 11.—Delinquency-Related: Critical Ratios between Means For Certain Sex and Age Groups

| Sex                       | N    | CA    | Mean | SD   | CR     |
|---------------------------|------|-------|------|------|--------|
| <u>Comparisons by Sex</u> |      |       |      |      |        |
| Males                     | 1732 | 6-14  | 2.77 | 2.14 | 6.34** |
| Females                   | 1655 | 6-14  | 2.34 | 1.80 |        |
| Males                     | 819  | 6-8   | 2.98 | 1.92 | 3.74** |
| Females                   | 737  | 6-8   | 2.61 | 1.97 |        |
| Males                     | 619  | 9-11  | 2.72 | 1.70 | 6.40** |
| Females                   | 622  | 9-11  | 2.12 | 1.59 |        |
| Males                     | 294  | 12-14 | 2.27 | 2.39 | 1.07   |
| Females                   | 296  | 12-14 | 2.09 | 1.61 |        |
| <u>Comparisons by Age</u> |      |       |      |      |        |
| Males                     | 819  | 6-8   | 2.98 | 1.92 | 2.71** |
|                           | 619  | 9-11  | 2.72 | 1.70 | 2.88** |
|                           | 294  | 12-14 | 2.27 | 2.39 | 4.58** |
|                           | 819  | 6-8   | 2.98 | 1.92 |        |
| Females                   | 737  | 6-8   | 2.61 | 1.97 | 5.05** |
|                           | 622  | 9-11  | 2.12 | 1.59 | .26    |
|                           | 296  | 12-14 | 2.09 | 1.61 |        |
|                           | 737  | 6-8   | 2.61 | 1.97 | 4.37** |

\*\* Significant at .01 level.

Table 11 also shows that highly significant differences exist between the 6 to 8 and 12 to 14 age groups for children of the same sex. For the boys, the mean scores decrease as the age group increases, for there are significant differences between the 6 to 8 age group and the 9 to 11 group, and between the mean scores of the 9 to 11 group and the 12 to 14 age group. For the girls, the same significant differences occur except between the middle and older age groups. As was previously mentioned, this exception might be the result of sampling errors.

Figure 3 shows the delinquency-related mean scores according to socio-economic status. It may be seen that in general the lowest mean scores are obtained by the middle socio-economic group and the highest mean scores by the lower socio-economic group. The socio-economic differences that occur for the girls at age 14 are again probably due to the small number of cases.

Some of the differences which exist between the means for the male socio-economic groups at various chronological ages may be found in Table 12. It may be observed that when all ages are combined, significant differences exist among the socio-economic groups. The middle socio-economic group

Figure 3. Delinquency-Related: Mean Scores According to Sex, Age, and Socio-Economic Status

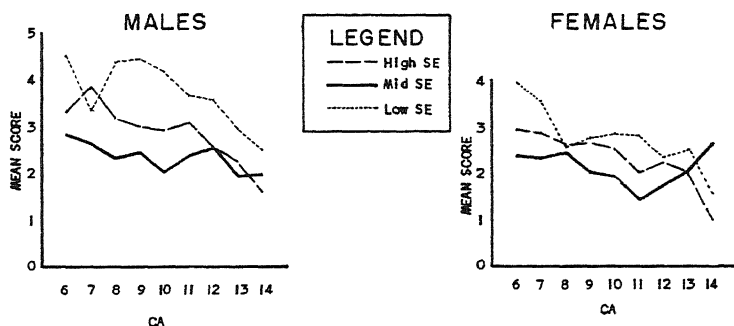


Table 12.—Delinquency-Related (Males): Critical Ratios between Means for Socio-Economic Groups of Various Ages

| CA    | N    | SE     | Mean | SD   | CR     |
|-------|------|--------|------|------|--------|
| 6-14  | 348  | High   | 3.09 | 2.24 | 4.47** |
|       | 279  | Low    | 3.90 | 2.26 | 9.87** |
|       | 1105 | Middle | 2.43 | 2.01 | 4.89** |
|       | 348  | High   | 3.09 | 2.24 |        |
| 6-8   | 161  | High   | 3.45 | 2.20 | 2.34*  |
|       | 131  | Low    | 4.07 | 2.30 | 6.85** |
|       | 527  | Middle | 2.59 | 1.76 | 4.53** |
|       | 161  | High   | 3.45 | 2.20 |        |
| 9-11  | 131  | High   | 2.98 | 2.47 | 3.40** |
|       | 92   | Low    | 4.08 | 2.29 | 6.67** |
|       | 396  | Middle | 2.32 | 2.18 | 2.72** |
|       | 131  | High   | 2.98 | 2.47 |        |
| 12-14 | 56   | High   | 2.28 | 1.81 | 2.43*  |
|       | 56   | Low    | 3.19 | 2.11 | 2.90** |
|       | 182  | Middle | 2.20 | 2.53 | .26    |
|       | 56   | High   | 2.28 | 1.81 |        |

\*\* Significant at .01 level.

\* Significant at .05 level.

has the lowest mean score and the lowest socio-economic group has the highest mean score. It is interesting to find a significant difference between the highest and lowest socio-economic groups here in view of the fact that no difference between the two groups was found in mean

aggressiveness scores. When the chronological ages are combined into the age groups 6 to 8, 9 to 11, and 12 to 14, the same socio-economic differences are found, with the exception that in the older age group no difference exists between the middle and upper socio-economic groups. Interestingly enough, Table 13 shows that for the girls no significant socio-economic differences occur at all in the older age group, 12 to 14.

For the other age groups, the girls show a similar pattern to the boys, but the socio-economic differences are not as pronounced. In fact, for the girls, no significant differences occur between the high and low socio-economic groups at any of the three age combinations. One explanation why the high and low socio-economic groups of boys show a greater difference than the girls is that the boys may be less affected by adult standards than the girls. Jones in reviewing several studies dealing with the influence of sex on character development states: "It seems . . . that girls may be more influenced than boys by what they think is expected of them by adult society." (23, p. 722.) If this is true, it might be expected that all girls, regardless of socio-economic status, would react in a more similar pattern

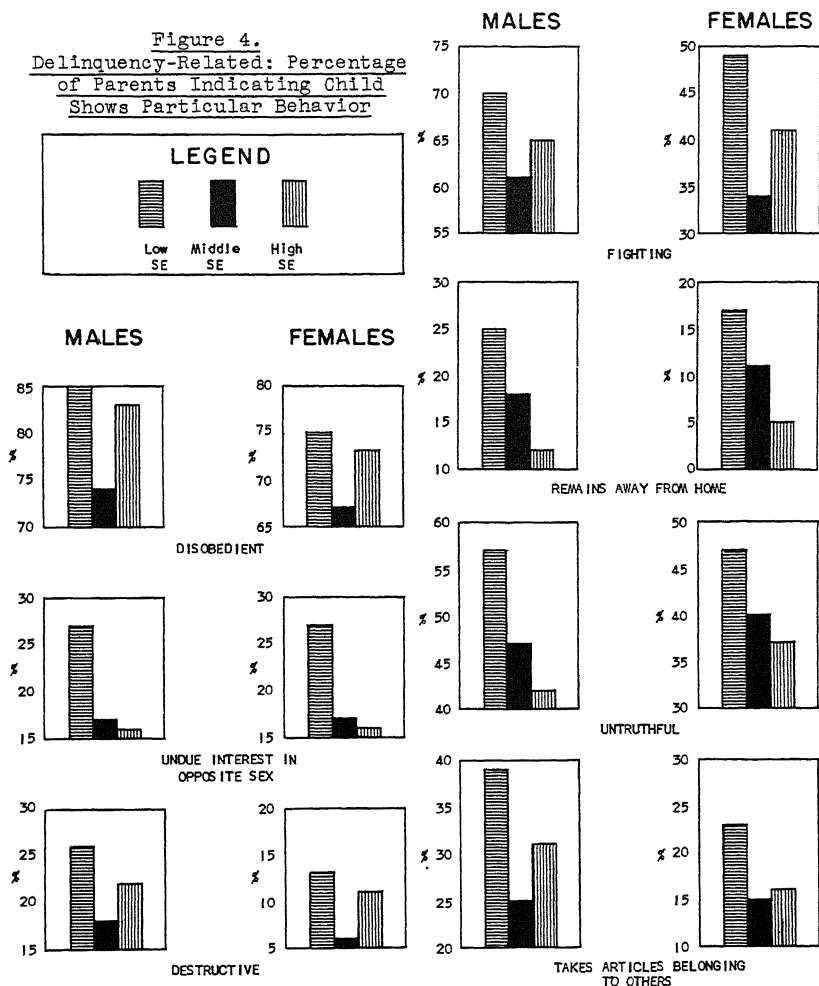
Table 13.—Delinquency-Related (Females): Critical Ratios  
between Means for Socio-Economic Groups of Various Ages

| CA    | N    | SE     | Mean | SD   | CR     |
|-------|------|--------|------|------|--------|
| 6-14  | 284  | High   | 2.56 | 1.89 |        |
|       | 280  | Low    | 2.93 | 2.09 | 1.84   |
|       | 1091 | Middle | 2.12 | 1.66 | 4.66** |
|       | 284  | High   | 2.56 | 1.89 | 3.58** |
| 6-8   | 135  | High   | 2.80 | 2.01 | 1.94   |
|       | 123  | Low    | 3.32 | 2.26 | 4.23** |
|       | 479  | Middle | 2.38 | 1.89 | 2.16*  |
|       | 135  | High   | 2.80 | 2.01 |        |
| 9-11  | 113  | High   | 2.43 | 1.80 | 1.41   |
|       | 111  | Low    | 2.79 | 2.01 | 4.61** |
|       | 398  | Middle | 1.85 | 1.42 | 3.15** |
|       | 113  | High   | 2.43 | 1.80 |        |
| 12-14 | 36   | High   | 2.07 | 1.72 | .23    |
|       | 46   | Low    | 2.16 | 1.78 | .25    |
|       | 214  | Middle | 2.09 | 1.54 | .07    |
|       | 36   | High   | 2.07 | 1.72 |        |

\*\* Significant at .01 level.

\* Significant at .05 level.

Figure 4.  
Delinquency-Related: Percentage  
of Parents Indicating Child  
Shows Particular Behavior



than boys, especially in relation to those kinds of behavior to which adults give strong disapproval.

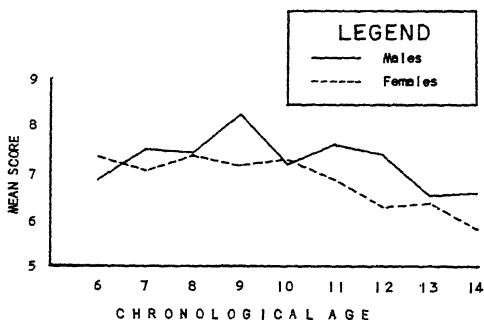
Figure 4 presents a few of the delinquent-related behavior items showing the greatest socio-economic differences. For both sexes, the middle socio-economic group is less disobedient and destructive, fights less, and takes articles

belonging to others less frequently than the two other socio-economic groups. The lower socio-economic group, in regard to these particular behavior items, shows the highest frequency. It is also interesting to note that the upper socio-economic group shows the lowest frequency for these behavior items: undue interest in the opposite sex, remaining away from home, and untruthfulness. The actual percentages are listed in Appendix G.

Table 14.—Withdrawal: Mean Scores and Standard Deviations  
According to Age and Sex

| CA           | Males |      | Females |      |
|--------------|-------|------|---------|------|
|              | Mean  | SD   | Mean    | SD   |
| 6 . . . . .  | 6.85  | 3.25 | 7.32    | 3.28 |
| 7 . . . . .  | 7.51  | 3.22 | 7.03    | 3.47 |
| 8 . . . . .  | 7.42  | 3.45 | 7.37    | 3.38 |
| 9 . . . . .  | 8.22  | 3.48 | 7.13    | 3.24 |
| 10 . . . . . | 7.17  | 3.62 | 7.23    | 3.20 |
| 11 . . . . . | 7.60  | 3.58 | 6.85    | 2.93 |
| 12 . . . . . | 7.39  | 3.57 | 6.25    | 3.21 |
| 13 . . . . . | 6.50  | 3.15 | 6.35    | 2.68 |
| 14 . . . . . | 6.58  | 3.15 | 5.80    | 3.35 |

Figure 5. Withdrawal: Mean Scores According to Sex and Age



#### SCORES ON WITHDRAWING BEHAVIOR

Table 14 gives the mean scores and standard deviations according to sex and chronological age for those items classified in the withdrawing behavior category. The means are shown graphically in Figure 5. The table shows that for the boys the mean number of withdrawing responses increases

gradually to the age of 9, after which there is a gradual decrease to age 14 except for a slight upward jump between the 10 and 11 years. The girls in general show a gradual decrease in mean number of responses with age.

Both age and sex differences can be more easily seen in Table 15 in which the critical ratios have been determined for various sex and age groups. When boys and girls of all ages are compared it may seem that boys have a significantly higher mean score than girls. This sex difference does not appear in the age group 6 to 8, but is significant in the age groups 9 to 11 and 12 to 14. Since the sex difference is smaller in the 12 to 14 group than in the 9 to 11 group one might suspect that if the investigation had studied the age range 15 to 17 sex differences would again be smaller. When the table is studied for the age group differences within each sex it may be seen that for the boys the mean number of withdrawing responses increases from the younger group to the middle age group and then decreases for the older boys. The mean difference between the younger and

Table 15.—Withdrawal: Critical Ratios between Means for  
Certain Sex and Age Groups

| Sex                       | N    | CA    | Mean | SD   | CR     |
|---------------------------|------|-------|------|------|--------|
| <u>Comparisons by Sex</u> |      |       |      |      |        |
| Males                     | 1732 | 6-14  | 7.37 | 3.38 | 3.36** |
| Females                   | 1655 | 6-14  | 6.99 | 3.21 |        |
| Males                     | 819  | 6-8   | 7.30 | 3.26 | .42    |
| Females                   | 737  | 6-8   | 7.23 | 3.36 |        |
| Males                     | 619  | 9-11  | 7.68 | 3.57 | 3.09** |
| Females                   | 622  | 9-11  | 7.09 | 3.12 |        |
| Males                     | 294  | 12-14 | 6.95 | 3.28 | 2.93** |
| Females                   | 296  | 12-14 | 6.19 | 3.01 |        |
| <u>Comparisons by Age</u> |      |       |      |      |        |
| Males                     | 819  | 6-8   | 7.30 | 3.26 | 2.08*  |
|                           | 619  | 9-11  | 7.68 | 3.57 | 3.05** |
|                           | 294  | 12-14 | 6.95 | 3.28 | 1.57   |
|                           | 819  | 6-8   | 7.30 | 3.26 |        |
| Females                   | 737  | 6-8   | 7.23 | 3.36 | .80    |
|                           | 622  | 9-11  | 7.09 | 3.12 | 4.18** |
|                           | 296  | 12-14 | 6.19 | 3.01 | 4.86** |
|                           | 737  | 6-8   | 7.23 | 3.36 |        |

\*\* Significant at .01 level.

\* Significant at .05 level.

older boys is not significant. The girls on the other hand show no difference between the younger and middle age groups but a significant difference between the age groups 8 to 11 and 12 to 14 does exist. Thus the peak for the mean number of withdrawing responses for boys is confined to the age group 9 to 11, while for girls it is through the larger age range of 6 to 11. Both sexes show a significant decrease in mean scores from the middle age group to the older age group.

Figure 6 depicts graphically the withdrawing behavior mean scores for the three socio-economic groups. In general, the middle socio-economic group has the highest mean scores and at most ages the highest socio-economic group has the lowest mean scores.

A clearer understanding of some of the socio-economic differences according to age groups for boys may be seen in Table 16. When all ages are combined significant differences occur when the middle socio-economic group is compared with both the lower and upper groups. No difference exists between the upper and lower socio-economic groups. When the chronological ages are broken down into the three age groups, some unusual differences occur. Significant differences exist between the middle and lower socio-economic male groups at the younger and older age levels but not in the age group 9 to 11. The critical ratio, however, is 1.71 which is significant at the .10 level. Significant differences exist between the middle and high socio-economic groups for the 6 to 8 and 9 to 11 age groups but not at the older age level. In only one age group (9 to 11) is the difference significant between the upper and lower socio-economic groups.

Figure 6. Withdrawal: Mean Scores According to Sex, Age, and Socio-Economic Status

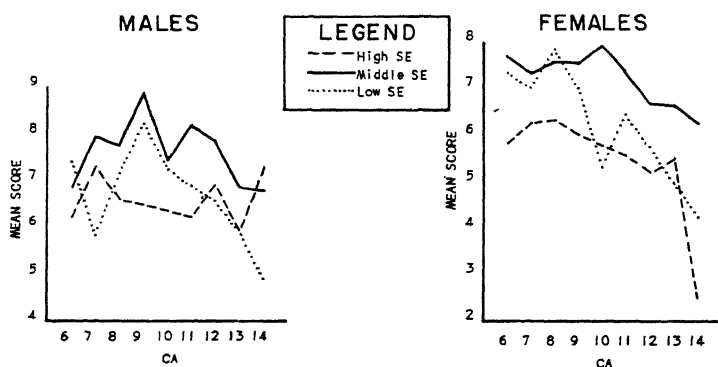


Table 16.—Withdrawal (Males): Critical Ratios between  
Means for Socio-Economic Groups of Various Ages

| CA    | N    | SE     | Mean | SD   | CR     |
|-------|------|--------|------|------|--------|
| 6-14  | 348  | High   | 6.60 | 3.18 | .97    |
|       | 279  | Low    | 6.88 | 3.70 | 3.47** |
|       | 1105 | Middle | 7.73 | 3.41 | 5.68** |
|       | 348  | High   | 6.60 | 3.18 |        |
| 6-8   | 161  | High   | 6.76 | 3.01 | .18    |
|       | 131  | Low    | 6.83 | 3.43 | 2.22*  |
|       | 527  | Middle | 7.57 | 3.29 | 2.91** |
|       | 161  | High   | 6.76 | 3.01 |        |
| 9-11  | 131  | High   | 6.37 | 3.53 | 2.07*  |
|       | 92   | Low    | 7.41 | 3.77 | 1.71   |
|       | 396  | Middle | 8.15 | 3.51 | 5.00** |
|       | 131  | High   | 6.37 | 3.53 |        |
| 12-14 | 56   | High   | 6.67 | 2.86 | 1.06   |
|       | 56   | Low    | 6.08 | 3.00 | 2.48*  |
|       | 182  | Middle | 7.27 | 3.47 | 1.31   |
|       | 56   | High   | 6.67 | 2.86 |        |

\*\* Significant at .01 level.

\* Significant at .05 level.

Table 17.—Withdrawal (Females): Critical Ratios between  
Means for Socio-Economic Groups of Various Ages

| CA    | N    | SE     | Mean | SD   | CR     |
|-------|------|--------|------|------|--------|
| 6-14  | 284  | High   | 6.36 | 2.63 | 2.15*  |
|       | 280  | Low    | 6.59 | 3.20 | 3.41** |
|       | 1091 | Middle | 7.33 | 3.37 | 6.79** |
|       | 284  | High   | 6.06 | 2.63 |        |
| 6-8   | 135  | High   | 6.17 | 2.67 | 3.16** |
|       | 123  | Low    | 7.36 | 3.24 | .36    |
|       | 479  | Middle | 7.48 | 3.30 | 4.75** |
|       | 135  | High   | 6.17 | 2.67 |        |
| 9-11  | 113  | High   | 6.20 | 2.65 | .15    |
|       | 111  | Low    | 6.26 | 3.18 | 3.76** |
|       | 398  | Middle | 7.56 | 3.31 | 4.52** |
|       | 113  | High   | 6.20 | 2.65 |        |
| 12-14 | 36   | High   | 5.16 | 2.48 | .22    |
|       | 46   | Low    | 5.30 | 3.13 | 2.42*  |
|       | 214  | Middle | 6.53 | 3.05 | 2.96** |
|       | 36   | High   | 5.16 | 2.48 |        |

\*\* Significant at .01 level.

\* Significant at .05 level.

Table 16 might be summarized thus: For those items classified in the withdrawing behavior category the middle socio-economic group obtains the greatest mean number of withdrawing scores and there is a tendency for the upper socio-economic group to have the lowest mean scores. Socio-economic differences tend to become greater between the age groups 6 to 8 and 9 to 11 after which the differences diminish.

Table 17, which presents the data for the girls, shows that when all ages are combined significant differences exist among all the socio-economic groups. At the different age levels the greatest difference is between the middle and upper socio-economic groups, the latter always having the lower number of mean withdrawing scores. As with the boys, there is a tendency for the socio-economic differences to diminish with age.

These socio-economic findings lend support to the hypothesis of this investigation that the middle socio-economic group shows the greatest amount of withdrawing behavior. No hypothesis was stated in relation to a comparison between the other two socio-economic groups, but it would appear from the results that the upper socio-economic group shows less withdrawing behavior than the lower group. Since all socio-economic differences tend to diminish at the early adolescent period, further investigation is needed to discover whether this decrease continues throughout the entire adolescent period.

Figure 7 shows certain of the withdrawing behavior items that are interesting in terms of socio-economic differences. These illustrations, like the previous ones, are based on the percentage of parents indicating that their child showed certain kinds of behavior either "sometimes" or "often." It may be seen that children of both sexes in the middle socio-economic group were reported to be more shy, unsocial, fearful, and selfish than children of the upper and lower socio-economic groups. Also, girls of the middle socio-economic group appear to be more nervous, and boys of middle socio-economic group more easily discouraged and more neglectful of their schoolwork, than children of the same sex in the other two socio-economic groups. Both boys and girls of the upper socio-economic groups appear to worry more frequently than children of the middle and lower groups. One very interesting behavior item is that of nervousness. Boys of the upper socio-economic group have the highest reported frequency of nervousness, while girls of the upper socio-economic group show the lowest reported frequency. The actual percentages are given in Appendix G.

Figure 7.  
Withdrawal: Percentage of  
Parents Indicating Child  
Shows Particular  
Behavior

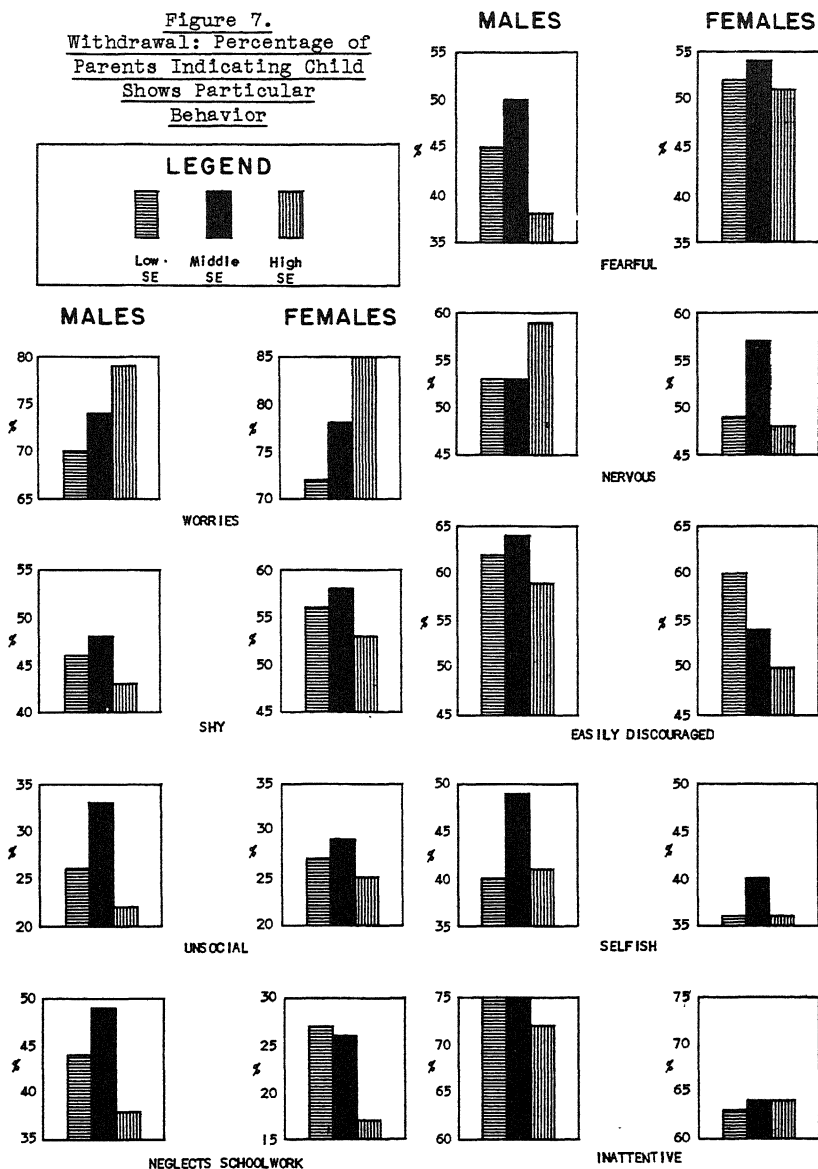


Table 18.—Noncompliance: Mean Scores and Standard Deviations According to Age and Sex

| CA           | Males |      | Females |      |
|--------------|-------|------|---------|------|
|              | Mean  | SD   | Mean    | SD   |
| 6 . . . . .  | 8.50  | 3.97 | 7.66    | 3.84 |
| 7 . . . . .  | 9.24  | 3.80 | 8.20    | 3.81 |
| 8 . . . . .  | 9.47  | 4.22 | 8.38    | 3.96 |
| 9 . . . . .  | 10.20 | 4.15 | 9.10    | 4.07 |
| 10 . . . . . | 9.91  | 4.11 | 9.55    | 4.08 |
| 11 . . . . . | 10.92 | 4.15 | 9.12    | 4.12 |
| 12 . . . . . | 9.03  | 4.61 | 9.14    | 4.17 |
| 13 . . . . . | 8.89  | 4.53 | 9.11    | 4.13 |
| 14 . . . . . | 9.49  | 3.68 | 8.28    | 3.97 |

### SCORES ON NONCOMPLIANT BEHAVIOR

The mean scores and standard deviations according to sex and chronological age for those items classified in the non-compliant behavior category are given in Table 18. It may be seen that at all ages except 12 and 13 the mean scores for the boys are higher than for the girls. Figure 8 shows the mean scores graphically. For both sexes the mean scores increase gradually with chronological age, the peak for the girls being at age 10 and for the boys a year later. For the girls after age 10 there is a slight decrease to age 11, a leveling-off between ages 11 to 13, and then a further decrease between ages 13 and 14. After the boys reach their peak score at age 11 there is a significantly rapid decrease to age 12 (CR 4.13), a further slight decrease to age 13, and then an increase to age 14.

Figure 8. Noncompliance: Mean Scores According to Sex and Age

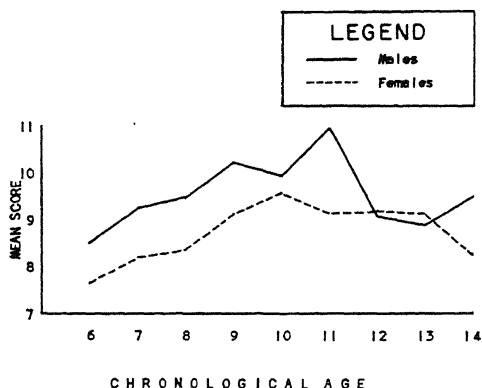


Table 19.—Noncompliance: Critical Ratios between Means for  
Certain Sex and Age Groups

| Sex                       | N    | CA    | Mean  | SD   | CR     |
|---------------------------|------|-------|-------|------|--------|
| <u>Comparisons by Sex</u> |      |       |       |      |        |
| Males                     | 1732 | 6-14  | 9.54  | 4.03 | 6.13** |
| Females                   | 1655 | 6-14  | 8.70  | 3.95 |        |
| Males                     | 819  | 6-8   | 9.10  | 3.91 | 4.92** |
| Females                   | 737  | 6-8   | 8.13  | 3.85 |        |
| Males                     | 619  | 9-11  | 10.33 | 4.10 | 4.63** |
| Females                   | 622  | 9-11  | 9.26  | 4.05 |        |
| Males                     | 294  | 12-14 | 9.11  | 4.31 | .46    |
| Females                   | 296  | 12-14 | 8.95  | 4.08 |        |
| <u>Comparisons by Age</u> |      |       |       |      |        |
| Males                     | 819  | 6-8   | 9.10  | 3.91 | 5.75** |
|                           | 619  | 9-11  | 10.33 | 4.10 | 3.70** |
|                           | 294  | 12-14 | 9.11  | 4.31 | .03    |
|                           | 819  | 6-8   | 9.10  | 3.91 |        |
| Females                   | 737  | 6-8   | 8.13  | 3.85 | 5.23** |
|                           | 622  | 9-11  | 9.26  | 4.05 | 1.08   |
|                           | 296  | 12-14 | 8.95  | 4.08 | 2.97** |
|                           | 737  | 6-8   | 8.13  | 3.85 |        |

\*\* Significant at .01 level.

Sex and age differences can be seen in Table 19, in which the critical ratios are given for various sex and age groups. Sex differences in mean scores are significant when all the chronological ages are combined and for the younger and middle age groups. No significant sex difference occurs at the 12 to 14 age level. When age differences are considered for each sex separately boys and girls show a significant increase in mean score from the 6 to 8 age group to the 9 to 11 group. From the 9 to 11 to the 12 to 14 age groups, the boys show a significant decrease but the girls do not. One reason for the significant difference for the older boys is the rapid decrease between ages 11 and 12.

These sex and age differences might be summarized by saying that for those items classified in the noncompliant category boys show a significantly higher mean score than girls between the ages of 6 and 11 but from ages 12 to 14 sex differences are not significant. Both boys and girls show the highest noncompliant mean score between the ages of 9 and 11. Since the noncompliant items deal primarily with behavior which defies home regulations and standards they might well be considered another aspect of aggressive or assertive behavior. These findings would

then agree with the sex differences found in relation to the aggressive behavior scores. Noncompliant mean scores differ from the aggressive mean scores in that aggressiveness decreases regularly at each age group while noncompliance shows an increase during the middle years (9 to 11). This can probably be explained by the fact that many of the items in the noncompliant category are behavior activities which would be more common to the child from 9 to 11 than the child from 6 to 8—for example, neglects schoolwork, stays up late, spends money unwisely, and so on.

Figure 9 shows graphically the noncompliant mean scores according to socio-economic status. In general, the three socio-economic groups show a somewhat similar trend with age and only slight differences in mean scores. This is especially true for the girls, taking into account the unreliability of the means at age 14 because of the small number of cases. For the boys, the main difference among the socio-economic groups occurs between the ages of 11 to 14. During this period the middle socio-economic group shows a rapid decrease in mean scores. It may be seen now that it is this group which accounts for the decrease occurring between ages 11 and 12 in Table 18. It is difficult to explain why the boys should show this rapid decrease while the girls do not. It is possible that it is the result of a sampling error but this is rather unlikely in view of the fact that at these ages the number of cases is sufficiently large.

Figure 9. Noncompliance: Mean Scores According to Sex, Age, and Socio-Economic Status

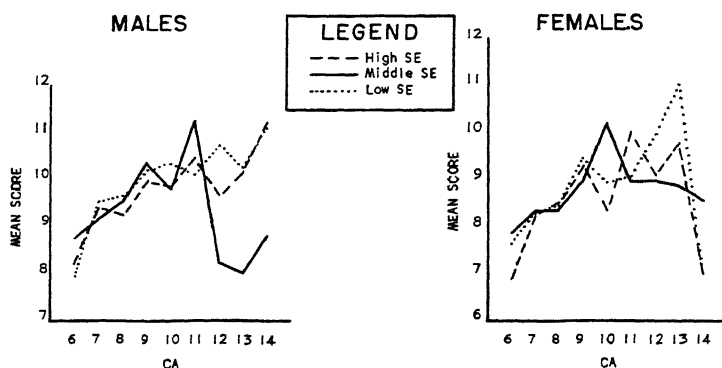


Table 20.—Noncompliance (Males): Critical Ratios between Means for Socio-Economic Groups of Various Ages

| CA    | N    | SE     | Mean  | SD   | CR     |
|-------|------|--------|-------|------|--------|
| 6-14  | 348  | High   | 9.50  | 3.70 |        |
|       | 279  | Low    | 9.75  | 4.49 | .75    |
|       | 1105 | Middle | 9.48  | 4.03 | .92    |
|       | 348  | High   | 9.50  | 3.70 | .09    |
| 6-8   | 161  | High   | 8.84  | 3.50 |        |
|       | 131  | Low    | 9.05  | 4.17 | .46    |
|       | 527  | Middle | 9.15  | 3.96 | .25    |
|       | 161  | High   | 8.84  | 3.50 | .95    |
| 9-11  | 131  | High   | 10.06 | 3.95 |        |
|       | 92   | Low    | 10.20 | 4.62 | .24    |
|       | 396  | Middle | 10.44 | 3.39 | .47    |
|       | 131  | High   | 10.06 | 3.95 | .98    |
| 12-14 | 56   | High   | 10.09 | 3.74 |        |
|       | 56   | Low    | 10.61 | 5.09 | .61    |
|       | 182  | Middle | 8.33  | 4.23 | 2.94** |
|       | 56   | High   | 10.09 | 3.74 | 2.96** |

\*\* Significant at .01 level.

Table 21.—Noncompliance (Females): Critical Ratios between Means for Socio-Economic Groups of Various Ages

| CA    | N    | SE     | Mean  | SD   | CR    |
|-------|------|--------|-------|------|-------|
| 6-14  | 284  | High   | 8.65  | 3.83 |       |
|       | 280  | Low    | 8.93  | 4.33 | .81   |
|       | 1091 | Middle | 8.74  | 3.98 | .66   |
|       | 284  | High   | 8.65  | 3.83 | .35   |
| 6-8   | 135  | High   | 8.03  | 3.94 |       |
|       | 123  | Low    | 8.15  | 4.21 | .23   |
|       | 479  | Middle | 8.23  | 3.92 | .19   |
|       | 135  | High   | 8.03  | 3.94 | .52   |
| 9-11  | 113  | High   | 9.20  | 3.60 |       |
|       | 111  | Low    | 9.13  | 3.52 | .15   |
|       | 398  | Middle | 9.31  | 4.04 | .46   |
|       | 113  | High   | 9.20  | 3.60 | .28   |
| 12-14 | 36   | High   | 9.24  | 3.93 |       |
|       | 46   | Low    | 10.50 | 4.17 | 1.40  |
|       | 214  | Middle | 8.80  | 4.01 | 2.55* |
|       | 36   | High   | 9.24  | 3.93 | .62   |

\* Significant at .05 level.

Tables 20 and 21, a comparison of socio-economic differences according to age groups, show that at the older age level both boys and girls of the middle socio-economic groups have significantly lower mean noncompliant scores than children of the low socio-economic group. At this same age level boys of the middle socio-economic group have a significantly lower mean score than boys of the upper socio-economic group. All other differences in Tables 20 and 21 are not significant.

It is interesting that of the four psychological groups, the items in the noncompliant behavior category show the fewest socio-economic differences. It is also the psychological group which shows greater differences at the older ages than the younger ages between the middle socio-economic group and the upper and lower socio-economic groups. These findings suggest that the behavior items in the noncompliant group are problems which all parents face and are so common that socio-economic differences are very small.

In Figure 10 a few of the noncompliant behavior items are shown in terms of the percentage of frequency with which the items were listed by parents. Behavior items falling in the noncompliant group show no particular trends according to socio-economic status. There is a tendency, however, for the middle socio-economic group to fall between the other two groups in terms of frequencies.

#### ADJUSTMENT AND MANAGEMENT OF THE CHILD

On the parents' questionnaire space was provided for the parent to indicate the child's general adjustment (poor, fair, average, good, or excellent) and to describe the management of the child (easy, fairly easy, average, slightly difficult, or difficult).

The correlation between adjustment and management for the boys is .72 and for the girls .69. These correlations are significant at the .01 level and indicated that in general parents who state their children are easy to manage also indicate that they feel the children are well adjusted.

Table 22 gives a comparison of mean scores for the four psychological behavior groups between those children classified by their parents as having good or excellent adjustment and those having poor or fair adjustment. It may be seen that all differences are significant. Thus, children who are considered well adjusted by their parents have lower mean aggressiveness, delinquency-related, withdrawal, and

noncompliance scores than children who are considered only fairly well adjusted or poorly adjusted by their parents.

The results of comparing children who are easy or fairly easy to manage with those who are difficult or slightly difficult are shown in Table 23. The mean differences in this table are also all significant. Children who are easy to manage have lower mean scores for the four psychological groups.

Figure 10.  
Noncompliance: Percentage of  
Parents Indicating Child  
Shows Particular Behavior

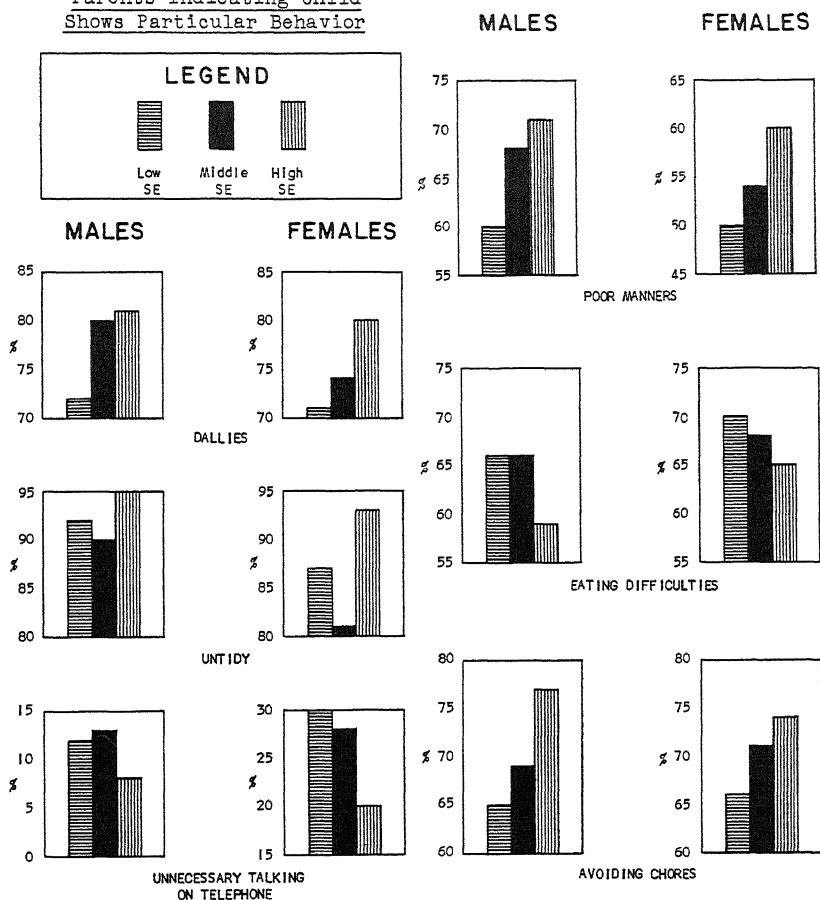


Table 22.—Differences between Well-Adjusted and  
Poorly Adjusted Children in Relation to  
Psychological Groups

| Psychological<br>Group  | Sex     | CA    | Well<br>Adjusted <sup>1</sup> |      | Poorly<br>Adjusted <sup>2</sup> |      | CR     |
|-------------------------|---------|-------|-------------------------------|------|---------------------------------|------|--------|
|                         |         |       | Mean                          | SD   | Mean                            | SD   |        |
| Aggressiveness          | Males   | 6-8   | 12.33                         | 3.93 | 16.14                           | 3.75 | 7.46** |
|                         |         | 9-11  | 11.39                         | 2.08 | 15.61                           | 4.92 | 6.56** |
|                         |         | 12-14 | 9.91                          | 4.80 | 14.74                           | 5.79 | 4.27** |
|                         | Females | 6-8   | 11.73                         | 4.32 | 14.55                           | 5.91 | 2.52*  |
|                         |         | 9-11  | 10.45                         | 4.08 | 14.61                           | 5.85 | 3.63** |
|                         |         | 12-14 | 8.87                          | 4.02 | 13.64                           | 5.91 | 2.86** |
| Delinquency-<br>related | Males   | 6-8   | 3.04                          | 1.92 | 5.18                            | 2.27 | 7.13** |
|                         |         | 9-11  | 2.62                          | 1.84 | 4.73                            | 2.94 | 5.37** |
|                         |         | 12-14 | 2.23                          | 1.94 | 6.03                            | 3.45 | 5.83** |
|                         | Females | 6-8   | 2.34                          | 1.83 | 3.61                            | 2.61 | 2.62*  |
|                         |         | 9-11  | 2.00                          | 1.57 | 3.57                            | 2.75 | 2.93** |
|                         |         | 12-14 | 1.65                          | 1.40 | 4.64                            | 2.32 | 4.58** |
| Withdrawal              | Males   | 6-8   | 5.81                          | 2.98 | 9.14                            | 3.21 | 7.76** |
|                         |         | 9-11  | 5.66                          | 2.75 | 10.68                           | 3.90 | 9.54** |
|                         |         | 12-14 | 5.40                          | 2.86 | 9.03                            | 2.22 | 7.72** |
|                         | Females | 6-8   | 5.71                          | 2.71 | 9.81                            | 3.39 | 6.36** |
|                         |         | 9-11  | 5.80                          | 2.97 | 9.57                            | 3.57 | 5.35** |
|                         |         | 12-14 | 4.61                          | 2.61 | 8.93                            | 3.12 | 4.86** |
| Noncompliance           | Males   | 6-8   | 7.88                          | 3.72 | 10.73                           | 4.05 | 5.27** |
|                         |         | 9-11  | 9.19                          | 3.72 | 13.10                           | 4.08 | 6.86** |
|                         |         | 12-14 | 8.97                          | 4.23 | 14.13                           | 5.01 | 5.24** |
|                         | Females | 6-8   | 7.46                          | 3.57 | 11.26                           | 4.80 | 4.18** |
|                         |         | 9-11  | 8.40                          | 3.81 | 13.00                           | 4.38 | 5.30** |
|                         |         | 12-14 | 7.63                          | 3.96 | 12.14                           | 3.99 | 3.93** |

\*\* Significant at .01 level.

\* Significant at .05 level.

<sup>1</sup> Number of cases:

| CA         | Male | Female |
|------------|------|--------|
| 6-8.....   | 342  | 392    |
| 9-11.....  | 267  | 346    |
| 12-14..... | 137  | 162    |

<sup>2</sup> Number of cases:

| CA         | Male | Female |
|------------|------|--------|
| 6-8.....   | 66   | 31     |
| 9-11.....  | 62   | 28     |
| 12-14..... | 31   | 14     |

Table 23.—Differences between Easy Management and  
Difficult Management of Children in Relation to  
Psychological Groups

| Psychological Group | Sex     | CA    | <u>Easy Management<sup>1</sup></u> |      | <u>Difficult Management<sup>2</sup></u> |      | CR      |
|---------------------|---------|-------|------------------------------------|------|-----------------------------------------|------|---------|
|                     |         |       | Mean                               | SD   | Mean                                    | SD   |         |
| Aggressiveness      | Males   | 6-8   | 11.64                              | 3.81 | 17.47                                   | 3.60 | 14.36** |
|                     |         | 9-11  | 10.71                              | 3.90 | 17.96                                   | 3.93 | 13.35** |
|                     |         | 12-14 | 9.42                               | 4.41 | 15.29                                   | 3.57 | 7.89**  |
|                     | Females | 6-8   | 11.00                              | 3.90 | 16.62                                   | 5.22 | 8.19**  |
|                     |         | 9-11  | 10.00                              | 3.94 | 16.06                                   | 5.07 | 7.88**  |
|                     |         | 12-14 | 8.92                               | 3.99 | 15.05                                   | 4.08 | 6.50**  |
| Delinquency-related | Males   | 6-8   | 2.98                               | 1.98 | 5.14                                    | 2.27 | 8.82**  |
|                     |         | 9-11  | 2.69                               | 1.25 | 5.32                                    | 2.82 | 7.35**  |
|                     |         | 12-14 | 2.07                               | 1.69 | 6.23                                    | 3.72 | 6.00**  |
|                     | Females | 6-8   | 2.38                               | 1.86 | 3.76                                    | 2.69 | 3.92**  |
|                     |         | 9-11  | 1.96                               | 1.57 | 3.87                                    | 2.29 | 5.54**  |
|                     |         | 12-14 | 1.74                               | 1.49 | 3.59                                    | 2.27 | 3.63**  |
| Withdrawal          | Males   | 6-8   | 6.44                               | 3.12 | 8.28                                    | 3.06 | 5.38**  |
|                     |         | 9-11  | 6.43                               | 3.33 | 9.41                                    | 3.54 | 6.16**  |
|                     |         | 12-14 | 5.55                               | 2.94 | 9.03                                    | 3.48 | 5.13**  |
|                     | Females | 6-8   | 6.27                               | 3.05 | 8.00                                    | 4.20 | 3.14**  |
|                     |         | 9-11  | 6.23                               | 3.22 | 8.31                                    | 4.10 | 3.34**  |
|                     |         | 12-14 | 4.96                               | 2.72 | 8.50                                    | 4.23 | 3.73**  |
| Noncompliance       | Males   | 6-8   | 7.99                               | 3.75 | 11.53                                   | 3.96 | 8.14**  |
|                     |         | 9-11  | 9.38                               | 3.90 | 13.64                                   | 4.32 | 7.26**  |
|                     |         | 12-14 | 8.69                               | 4.17 | 14.64                                   | 4.68 | 6.47**  |
|                     | Females | 6-8   | 7.21                               | 3.51 | 11.24                                   | 3.99 | 7.55**  |
|                     |         | 9-11  | 9.39                               | 3.30 | 13.00                                   | 3.87 | 6.10**  |
|                     |         | 12-14 | 8.08                               | 3.90 | 12.05                                   | 4.38 | 3.95**  |

\*\* Significant at .01 level.

<sup>1</sup> Number of cases:

| <u>CA</u>  | <u>Male</u> | <u>Female</u> |
|------------|-------------|---------------|
| 6-8.....   | 335         | 387           |
| 9-11.....  | 267         | 341           |
| 12-14..... | 151         | 166           |

<sup>2</sup> Number of cases:

| <u>CA</u>  | <u>Male</u> | <u>Female</u> |
|------------|-------------|---------------|
| 6-8.....   | 108         | 63            |
| 9-11.....  | 66          | 48            |
| 12-14..... | 31          | 22            |

## V. ANALYSIS OF TEACHERS' RESPONSES

### NUMBER OF CHILDREN FOR WHOM TEACHERS COMPLETED QUESTIONNAIRES

The teachers were requested to complete questionnaires for all 900 children who were used in this investigation. On the teachers' questionnaires, the items pertaining to the home situation were omitted (noncompliant behavior).

For one reason or another it was impossible to secure information from the teachers on 140 of the children. Table 24 lists the number of children according to sex and chronological age for whom questionnaires were completed by teachers. Because the number of cases at ages 13 and 14 is small, these ages will be combined in this part of the study.

The teachers' questionnaires were scored by the method employed for the parents' data. For each questionnaire, a score was obtained for three of the psychological groups of behavior: aggressive, delinquency-related, and withdrawing.

### SCORES ON AGGRESSIVE BEHAVIOR

For those items classified in the category of aggressive behavior, Table 25 gives the mean scores and standard deviations according to sex and chronological age. Figure 11 shows these mean scores graphically. At all ages the mean scores for the boys are higher than those for the girls.

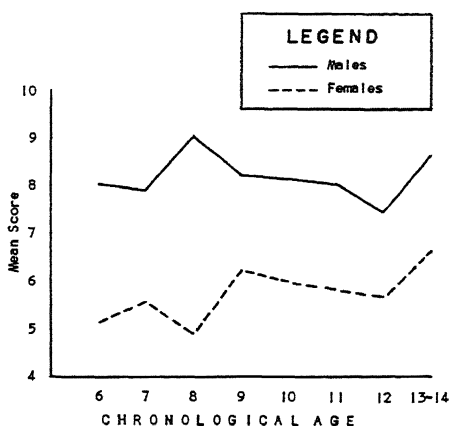
Table 24.—Number of Children, According to Sex and Age,  
for Whom Teachers Completed Questionnaires

| CA              | Males | Females |
|-----------------|-------|---------|
| 6 . . . . .     | 50    | 50      |
| 7 . . . . .     | 50    | 50      |
| 8 . . . . .     | 50    | 48      |
| 9 . . . . .     | 44    | 47      |
| 10 . . . . .    | 47    | 49      |
| 11 . . . . .    | 50    | 49      |
| 12 . . . . .    | 50    | 50      |
| 13 . . . . .    | 12    | 14      |
| 14 . . . . .    | 20    | 30      |
| Total . . . . . | 373   | 387     |

Table 25.—Aggressiveness: Mean Scores and Standard Deviations According to Age and Sex

| CA              | Males |      | Females |      |
|-----------------|-------|------|---------|------|
|                 | Mean  | SD   | Mean    | SD   |
| 6 . . . . .     | 8.02  | 5.84 | 5.14    | 5.77 |
| 7 . . . . .     | 7.90  | 6.81 | 5.56    | 5.94 |
| 8 . . . . .     | 9.04  | 5.71 | 4.93    | 5.31 |
| 9 . . . . .     | 8.23  | 6.64 | 6.22    | 5.61 |
| 10 . . . . .    | 8.14  | 6.75 | 6.00    | 4.57 |
| 11 . . . . .    | 8.02  | 6.44 | 5.83    | 5.30 |
| 12 . . . . .    | 7.46  | 6.36 | 5.68    | 4.86 |
| 13-14 . . . . . | 8.64  | 6.04 | 6.61    | 5.24 |

Figure 11. Aggressiveness: Mean Scores According to Sex and Age



Both sexes show only minor changes in mean scores from one age to another. The girls show a slight decrease in mean score from age 7 to 8, and the boys show a slight decrease a year later, between the ages of 8 and 9. Both sexes show a slight increase between age 12 and age group 13 to 14. None of these increases or decreases is statistically significant.

Table 26 shows that when the chronological ages are combined into age groups 6 to 8, 9 to 11, and 12 to 14, all sex differences are significant but no significant differences exist between age groups for each sex.

## BEHAVIOR DIFFICULTIES OF CHILDREN

Table 26.—Aggressiveness: Critical Ratios between  
Means for Certain Sex and Age Groups

| Sex                       | N   | CA    | Mean | SD   | CR     |
|---------------------------|-----|-------|------|------|--------|
| <u>Comparisons by Sex</u> |     |       |      |      |        |
| Males                     | 373 | 6-14  | 8.13 | 6.39 | 5.67** |
| Females                   | 387 | 6-14  | 5.73 | 5.17 |        |
| Males                     | 150 | 6-8   | 8.32 | 6.39 | 4.49** |
| Females                   | 148 | 6-8   | 5.21 | 5.51 |        |
| Males                     | 141 | 9-11  | 8.12 | 6.47 | 3.06** |
| Females                   | 145 | 9-11  | 6.01 | 5.04 |        |
| Males                     | 82  | 12-14 | 8.01 | 6.18 | 2.21*  |
| Females                   | 94  | 12-14 | 6.12 | 4.94 |        |
| <u>Comparisons by Age</u> |     |       |      |      |        |
| Males                     | 150 | 6-8   | 8.32 | 6.39 | .26    |
|                           | 141 | 9-11  | 8.12 | 6.47 | .13    |
|                           | 82  | 12-14 | 8.01 | 6.18 | .36    |
|                           | 150 | 6-8   | 8.32 | 6.39 |        |
| Females                   | 148 | 6-8   | 5.21 | 5.51 | 1.29   |
|                           | 145 | 9-11  | 6.01 | 5.04 | .17    |
|                           | 94  | 12-14 | 6.12 | 4.94 | 1.33   |
|                           | 148 | 6-8   | 5.21 | 5.51 |        |

\*\* Significant at .01 level.

\* Significant at .05 level.

A study of the mean aggressiveness scores in relation to socio-economic groups reveals no significant differences. Table 27 presents the data for the girls and Table 28 for the boys. In all age groups the children of middle socio-economic status have the lowest mean scores. Except for one age group, 12-14, children of the lowest socio-economic group have the highest mean scores for aggressiveness. Even though the socio-economic differences are not significant, this trend is, in general, the same as was shown by the mean scores for aggressiveness compiled from the parents' data.

Because the socio-economic differences are not significant, the results do not support the hypothesis that teachers would rate the children of the middle socio-economic group as being less aggressive than children of the upper and lower socio-economic groups. If we assume the hypothesis to be true nonetheless, there is at least one possible explanation as to why significant differences were not found. The writer observed that many teachers were very hesitant about completing the questionnaires. Some teachers indicated that they did not know some of the children well enough to make fair estimates of their behavior. Other teachers

Table 27.—Aggressiveness (Males): Critical Ratios between Means for Socio-Economic Groups of Various Ages

| CA    | N   | SE     | Mean | SD   | CR  |
|-------|-----|--------|------|------|-----|
| 6-14  | 52  | High   | 8.18 | 6.50 | .12 |
|       | 102 | Low    | 8.31 | 6.23 | .28 |
|       | 219 | Middle | 8.06 | 6.22 | .11 |
|       | 52  | High   | 8.18 | 6.50 |     |
| 6-8   | 21  | High   | 8.30 | 6.53 | .18 |
|       | 39  | Low    | 8.62 | 5.88 | .37 |
|       | 90  | Middle | 8.20 | 6.01 | .06 |
|       | 21  | High   | 8.30 | 6.53 |     |
| 9-11  | 21  | High   | 8.18 | 6.63 | .05 |
|       | 36  | Low    | 8.27 | 6.51 | .17 |
|       | 84  | Middle | 8.05 | 6.48 | .08 |
|       | 21  | High   | 8.18 | 6.63 |     |
| 12-14 | 10  | High   | 7.94 | 6.15 | 0.  |
|       | 27  | Low    | 7.93 | 6.36 | .01 |
|       | 45  | Middle | 7.91 | 6.18 | .01 |
|       | 10  | High   | 7.94 | 6.15 |     |

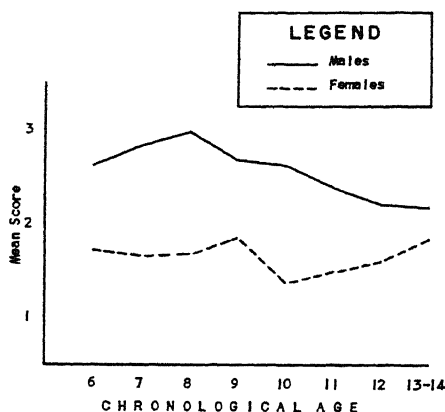
Table 28.—Aggressiveness (Females): Critical Ratios between Means for Socio-Economic Groups of Various Ages

| CA    | N   | SE     | Mean | SD   | CR  |
|-------|-----|--------|------|------|-----|
| 6-14  | 52  | High   | 5.81 | 4.99 | .03 |
|       | 95  | Low    | 5.84 | 5.26 | .26 |
|       | 240 | Middle | 5.67 | 5.23 | .18 |
|       | 52  | High   | 5.81 | 4.99 |     |
| 6-8   | 21  | High   | 5.37 | 5.33 | .01 |
|       | 38  | Low    | 5.39 | 5.60 | .26 |
|       | 89  | Middle | 5.10 | 5.57 | .20 |
|       | 21  | High   | 5.37 | 5.33 |     |
| 9-11  | 21  | High   | 6.09 | 5.02 | .03 |
|       | 39  | Low    | 6.13 | 4.97 | .20 |
|       | 85  | Middle | 5.94 | 5.09 | .12 |
|       | 21  | High   | 6.09 | 5.02 |     |
| 12-14 | 10  | High   | 6.17 | 4.20 | .02 |
|       | 18  | Low    | 6.14 | 5.22 | .03 |
|       | 66  | Middle | 6.10 | 5.01 | .12 |
|       | 10  | High   | 6.17 | 4.20 |     |

Table 29.—Delinquency-Related: Mean Scores and Standard Deviations According to Age and Sex

| CA             | Males |      | Females |      |
|----------------|-------|------|---------|------|
|                | Mean  | SD   | Mean    | SD   |
| 6 . . . . .    | 2.63  | 2.18 | 1.72    | 1.89 |
| 7 . . . . .    | 2.82  | 2.18 | 1.66    | 1.62 |
| 8 . . . . .    | 2.98  | 2.38 | 1.69    | 1.74 |
| 9 . . . . .    | 2.68  | 2.40 | 1.84    | 1.62 |
| 10 . . . . .   | 2.62  | 2.19 | 1.37    | 1.30 |
| 11 . . . . .   | 2.38  | 2.34 | 1.49    | 1.53 |
| 12 . . . . .   | 2.20  | 2.24 | 1.60    | 1.20 |
| 13-14. . . . . | 2.19  | 2.11 | 1.82    | 2.11 |

Figure 12. Delinquency-Related: Mean Scores According to Sex and Age



indicated that they had very little opportunity to observe in the school situation some of the particular behavior items on which information was requested. A few teachers were concerned about the degree to which their responses would be kept confidential. Probably most important of all was a fact learned by the writer from some of the teachers and principals with whom he was well acquainted. They stated that many teachers are hesitant about giving out this kind of information because they fear that it might reflect either their own inadequacies or those of the teaching profession.

## SCORES ON DELINQUENT-RELATED BEHAVIOR

Table 29 shows the mean scores and standard deviations according to sex and chronological age for those items classified in the category of delinquency-related behavior. Figure 12 portrays the means graphically. It may be seen that at all ages the mean scores for the boys are higher than those for the girls. For the boys, the mean scores for delinquency-related behavior increase gradually to age 8 and then show a slight decrease to the 13-14 age group. For the girls, the mean scores remain fairly constant at all ages.

Table 30 shows that, except for the older age group (12 to 14), sex differences are significant at all age levels. When age differences are compared for each sex, no statistically significant differences occur other than for the older boys (12 to 14).

It is interesting that the critical ratios for the age groups within each sex for delinquency-related behavior are in general higher than those for aggressive behavior. It is possible that teachers are more outspoken about children who

Table 30.—Delinquency-Related: Critical Ratios between Means for Certain Sex and Age Groups

| Sex                       | N   | CA    | Mean | SD   | CR     |
|---------------------------|-----|-------|------|------|--------|
| <u>Comparisons by Sex</u> |     |       |      |      |        |
| Males                     | 373 | 6-14  | 2.55 | 2.20 | 4.04** |
| Females                   | 387 | 6-14  | 1.64 | 3.81 |        |
| Males                     | 150 | 6-8   | 2.81 | 2.14 | 4.96** |
| Females                   | 148 | 6-8   | 1.69 | 1.74 |        |
| Males                     | 141 | 9-11  | 2.56 | 2.29 | 4.42** |
| Females                   | 145 | 9-11  | 1.56 | 1.41 |        |
| Males                     | 82  | 12-14 | 2.20 | 2.15 | 1.72   |
| Females                   | 94  | 12-14 | 1.70 | 1.58 |        |
| <u>Comparisons by Age</u> |     |       |      |      |        |
| Males                     | 150 | 6-8   | 2.81 | 2.14 | .92    |
|                           | 141 | 9-11  | 2.56 | 2.29 | 1.17   |
|                           | 82  | 12-14 | 2.20 | 2.15 | 2.07*  |
|                           | 150 | 6-8   | 2.81 | 2.14 |        |
| Females                   | 148 | 6-8   | 1.69 | 1.74 | .70    |
|                           | 145 | 9-11  | 1.56 | 1.41 | .70    |
|                           | 94  | 12-14 | 1.70 | 1.58 | .05    |
|                           | 148 | 6-8   | 1.69 | 1.74 |        |

\*\* Significant at .01 level.

\* Significant at .05 level.

Table 31.—Delinquency-Related (Males): Critical Ratios  
between Means for Socio-Economic Groups of Various Ages

| CA    | N   | SE     | Mean | SD   | CR   |
|-------|-----|--------|------|------|------|
| 6-14  | 52  | High   | 2.53 | 2.07 | .64  |
|       | 102 | Low    | 2.77 | 2.20 | 1.16 |
|       | 219 | Middle | 2.46 | 2.24 | .21  |
|       | 52  | High   | 2.53 | 2.07 |      |
| 6-8   | 21  | High   | 2.70 | 2.21 | .57  |
|       | 39  | Low    | 3.05 | 2.20 | 1.02 |
|       | 90  | Middle | 2.62 | 2.12 | .15  |
|       | 21  | High   | 2.70 | 2.21 |      |
| 9-11  | 21  | High   | 2.49 | 1.90 | .54  |
|       | 36  | Low    | 2.81 | 2.43 | .70  |
|       | 84  | Middle | 2.47 | 2.36 | .04  |
|       | 21  | High   | 2.49 | 1.90 |      |
| 12-14 | 10  | High   | 2.25 | 2.20 | .18  |
|       | 27  | Low    | 2.30 | 1.96 | .16  |
|       | 45  | Middle | 2.12 | 2.26 | .16  |
|       | 10  | High   | 2.25 | 2.20 |      |

Table 32.—Delinquency-Related (Females): Critical Ratios  
between Means for Socio-Economic Groups of Various Ages

| CA    | N   | SE     | Mean | SD   | CR   |
|-------|-----|--------|------|------|------|
| 6-14  | 52  | High   | 1.55 | 1.32 | .63  |
|       | 95  | Low    | 1.71 | 1.67 | .55  |
|       | 240 | Middle | 1.60 | 1.60 | .24  |
|       | 52  | High   | 1.55 | 1.32 |      |
| 6-8   | 21  | High   | 1.59 | 1.58 | .19  |
|       | 38  | Low    | 1.78 | 1.91 | .36  |
|       | 89  | Middle | 1.65 | 1.72 | .10  |
|       | 21  | High   | 1.69 | 1.58 |      |
| 9-11  | 21  | High   | 1.39 | 1.01 | 1.37 |
|       | 39  | Low    | 1.84 | 1.46 | 1.28 |
|       | 85  | Middle | 1.47 | 1.49 | .29  |
|       | 21  | High   | 1.39 | 1.01 |      |
| 12-14 | 10  | High   | 1.63 | 1.47 | .21  |
|       | 18  | Low    | 1.75 | 1.60 | .11  |
|       | 66  | Middle | 1.70 | 1.59 | .13  |
|       | 10  | High   | 1.63 | 1.47 |      |

are generally regarded as "behavior problems" and who manifest "serious" difficulties than they are about children who show the more common difficulties.

Tables 31 and 32 present data in relation to socio-economic differences. Here again, no socio-economic differences are significant. The explanation offered for the absence of significant socio-economic differences for the mean aggressive behavior scores could also apply here.

### SCORES ON WITHDRAWING BEHAVIOR

The mean scores and standard deviations for those items classified as withdrawing behavior are shown in Table 33 and the means are portrayed graphically in Figure 13. Although at all ages the mean scores for the boys are higher than those for the girls, the mean scores for both sexes show the same trend from ages 6 to 11. The mean scores remain fairly constant between the ages of 6 and 9. From 9 to 10 the means increase, and from 10 to 11 there is a decrease. Between the ages of 11 and 12, the mean score increases for the boys but decreases for the girls. The opposite occurs between the ages of 12 and 13-14; for the boys the mean score decreases and for the girls it increases. It might be expected that the boys would show an increase in mean score similar to the girls' increase if the study had included 15-year-olds. One reason for the increase for the girls is undoubtedly their earlier maturity.

All sex differences are significant, as shown in Table 34, but no significant differences exist between the various age groups for each sex.

Table 33.—Withdrawal: Mean Scores and Standard Deviations  
According to Age and Sex

| CA              | Males |      | Females |      |
|-----------------|-------|------|---------|------|
|                 | Mean  | SD   | Mean    | SD   |
| 6. . . . .      | 5.74  | 4.95 | 4.66    | 3.84 |
| 7. . . . .      | 5.86  | 3.93 | 4.66    | 4.47 |
| 8. . . . .      | 5.80  | 3.60 | 4.50    | 3.00 |
| 9. . . . .      | 5.77  | 2.80 | 4.64    | 3.45 |
| 10. . . . .     | 6.23  | 3.12 | 5.23    | 3.15 |
| 11. . . . .     | 5.68  | 4.08 | 5.04    | 3.87 |
| 12. . . . .     | 6.34  | 3.33 | 4.30    | 3.00 |
| 13-14 . . . . . | 5.31  | 4.23 | 4.80    | 2.67 |

Figure 13. Withdrawal: Mean Scores According to Sex and Age

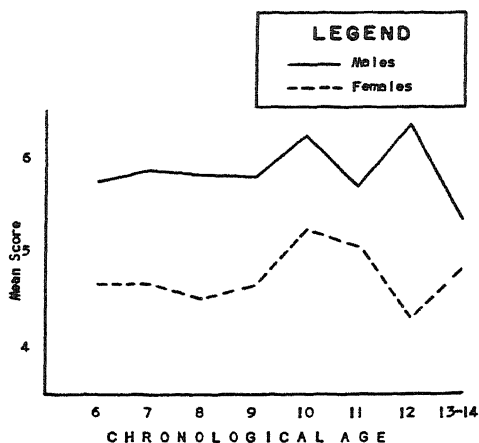


Table 34.—Withdrawal: Critical Ratios between Means for Certain Sex and Age Groups

| Sex                       | N   | CA    | Mean | SD   | CR     |
|---------------------------|-----|-------|------|------|--------|
| <u>Comparisons by Sex</u> |     |       |      |      |        |
| Males                     | 373 | 6-14  | 5.86 | 3.73 |        |
| Females                   | 387 | 6-14  | 4.73 | 3.43 | 4.33** |
| Males                     | 150 | 6-8   | 5.80 | 4.16 |        |
| Females                   | 148 | 6-8   | 4.61 | 3.78 | 2.58** |
| Males                     | 141 | 9-11  | 5.89 | 3.32 |        |
| Females                   | 145 | 9-11  | 4.97 | 3.49 | 2.28*  |
| Males                     | 82  | 12-14 | 5.94 | 3.68 |        |
| Females                   | 94  | 12-14 | 4.53 | 2.84 | 2.80*  |
| <u>Comparisons by Age</u> |     |       |      |      |        |
|                           | 150 | 6-8   | 5.80 | 4.16 |        |
|                           | 141 | 9-11  | 5.89 | 3.32 | .20    |
|                           | 82  | 12-14 | 5.94 | 3.68 | .10    |
| Males                     | 150 | 6-8   | 5.80 | 4.16 | .26    |
|                           | 148 | 6-8   | 4.61 | 3.78 |        |
|                           | 145 | 9-11  | 4.97 | 3.49 | .80    |
| Females                   | 94  | 12-14 | 4.53 | 2.84 | 1.06   |
|                           | 148 | 6-8   | 4.61 | 3.78 | .19    |

\*\* Significant at .01 level.

\* Significant at .05 level.

Table 35.—Withdrawal (Males): Critical Ratios between Means  
for Socio-Economic Groups of Various Ages

| CA    | N   | SE     | Mean | SD   | CR   |
|-------|-----|--------|------|------|------|
| 6-14  | 52  | High   | 5.15 | 3.72 |      |
|       | 102 | Low    | 6.13 | 3.79 | 1.52 |
|       | 219 | Middle | 5.92 | 3.73 | .46  |
|       | 52  | High   | 5.15 | 3.72 | 1.33 |
| 6-8   | 21  | High   | 5.45 | 4.15 |      |
|       | 39  | Low    | 5.85 | 4.26 | .34  |
|       | 90  | Middle | 5.78 | 4.12 | .09  |
|       | 21  | High   | 5.45 | 4.15 | .32  |
| 9-11  | 21  | High   | 5.30 | 3.30 |      |
|       | 36  | Low    | 6.05 | 3.42 | .85  |
|       | 84  | Middle | 5.97 | 3.35 | .12  |
|       | 21  | High   | 5.30 | 3.30 | .81  |
| 12-14 | 10  | High   | 4.16 | 3.70 |      |
|       | 27  | Low    | 6.64 | 3.69 | 1.73 |
|       | 45  | Middle | 5.91 | 3.66 | .80  |
|       | 10  | High   | 4.16 | 3.70 | 1.30 |

Tables 35 and 36 present data in relation to socio-economic status. Although no significant socio-economic differences exist, the two tables show some interesting points. For the boys, there is a consistent trend in all age groups for the upper socio-economic groups to have the lowest mean scores for withdrawing behavior and for the low socio-economic groups to have the highest mean scores. These differences tend to increase with chronological age. These findings agree with the parents' data in the upper socio-economic group having the lowest mean score for withdrawing behavior. They differ from the parents' data in relation to the highest mean score for withdrawing behavior. In general, the highest mean score is found in the parents' data for the middle socio-economic group, while in the teachers' data the low socio-economic group has the highest. This fact might suggest that, in the school situation, children of low socio-economic status feel less secure than other children, and as a result show more withdrawing behavior as they grow older. This interpretation would be in keeping with Stendler's (34) findings that in the school situation, class awareness increases with age.

The data on the girls (Table 36), like those on the boys, show that the upper socio-economic group has the lowest mean score for withdrawing behavior and that the lowest socio-economic group has the highest mean score. The differences for the girls, however, are not as marked as those for the

Table 36.—Withdrawal (Females): Critical Ratios between Means for Socio-Economic Groups of Various Ages

| CA    | N   | SE     | Mean | SD   | CR  |
|-------|-----|--------|------|------|-----|
| 6-14  | 52  | High   | 4.52 | 3.19 | .47 |
|       | 95  | Low    | 4.79 | 3.47 | .16 |
|       | 240 | Middle | 4.73 | 3.37 | .45 |
|       | 52  | High   | 4.52 | 3.19 |     |
| 6-8   | 21  | High   | 4.47 | 3.10 | .12 |
|       | 38  | Low    | 4.58 | 3.65 | .04 |
|       | 89  | Middle | 4.55 | 3.58 | .10 |
|       | 21  | High   | 4.47 | 3.10 |     |
| 9-11  | 21  | High   | 4.62 | 3.49 | .44 |
|       | 39  | Low    | 5.04 | 3.46 | .04 |
|       | 85  | Middle | 5.01 | 3.56 | .45 |
|       | 21  | High   | 4.62 | 3.49 |     |
| 12-14 | 10  | High   | 4.40 | 2.78 | .09 |
|       | 18  | Low    | 4.51 | 2.90 | .06 |
|       | 66  | Middle | 4.56 | 2.84 | .16 |
|       | 10  | High   | 4.40 | 2.78 |     |

boys. It is possible that girls of lower economic status are more at ease in school than are boys from the same socio-economic group because of the fact that teachers are generally women.

#### ADJUSTMENT AND MANAGEMENT OF THE CHILD

Teachers, as well as parents, were asked to indicate the child's general adjustment (poor, fair, average, good, or excellent) and to describe the management of the child (easy, fairly easy, average, slightly difficult, or difficult).

The correlation coefficient between adjustment and management for the boys was .44 and for the girls .38. These correlation coefficients are much smaller than those obtained in the parents' data (.72 for the boys and .69 for the girls). Teachers apparently do not agree with parents that children who are easy to manage are also well adjusted. This fact might be another indication that since the time of Wickman's (46) early study, teachers' attitudes have undergone considerable change.

Those children whose adjustment was rated as good or excellent by the teachers were compared with children whose adjustment ratings were poor or fair. Table 37 presents the differences between the two groups when scored for aggressive, delinquency-related, and withdrawing behavior. The findings are similar to those in the parents' data. The

critical ratios are all significant and show that children who are poorly adjusted have higher mean scores than well-adjusted children for aggressive, delinquency-related, and withdrawing behavior.

A similar trend may be observed in Table 38, in which children who are easy to manage are compared with those who are difficult to manage.

Table 37.—Differences between Well-Adjusted and Poorly Adjusted Children in Relation to Psychological Groups

| Psychological Group | Sex     | CA    | Well Adjusted <sup>1</sup> |      | Poorly Adjusted <sup>2</sup> |      | CR     |
|---------------------|---------|-------|----------------------------|------|------------------------------|------|--------|
|                     |         |       | Mean                       | SD   | Mean                         | SD   |        |
| Aggressive          | Males   | 6-8   | 4.78                       | 4.56 | 12.04                        | 6.39 | 6.91** |
|                     |         | 9-11  | 5.20                       | 4.95 | 11.11                        | 6.57 | 4.84** |
|                     |         | 12-14 | 3.67                       | 3.63 | 10.87                        | 7.47 | 4.47** |
|                     | Females | 6-8   | 3.94                       | 4.14 | 8.26                         | 8.10 | 2.54*  |
|                     |         | 9-11  | 3.97                       | 4.29 | 9.88                         | 6.42 | 4.08** |
|                     |         | 12-14 | 5.23                       | 4.26 | 10.00                        | 6.84 | 2.47*  |
| Delinquency-related | Males   | 6-8   | 1.42                       | .35  | 3.94                         | 2.85 | 6.42** |
|                     |         | 9-11  | 1.36                       | 1.11 | 3.58                         | 2.86 | 4.75** |
|                     |         | 12-14 | 1.15                       | .63  | 3.13                         | 2.28 | 4.48** |
|                     | Females | 6-8   | 1.27                       | 1.16 | 2.74                         | 2.79 | 2.60** |
|                     |         | 9-11  | 1.27                       | 1.05 | 2.44                         | 1.95 | 2.71** |
|                     |         | 12-14 | 1.27                       | .84  | 2.59                         | 2.40 | 2.02*  |
| Withdrawing         | Males   | 6-8   | 3.25                       | 2.52 | 7.57                         | 4.26 | 6.53** |
|                     |         | 9-11  | 3.94                       | 2.22 | 7.69                         | 4.05 | 5.40** |
|                     |         | 12-14 | 4.33                       | 2.55 | 11.26                        | 3.21 | 8.25** |
|                     | Females | 6-8   | 3.98                       | 2.43 | 7.57                         | 4.08 | 4.18** |
|                     |         | 9-11  | 3.31                       | 2.73 | 8.17                         | 3.63 | 5.84** |
|                     |         | 12-14 | 3.25                       | 1.88 | 6.61                         | 3.93 | 3.11** |

\*\* Significant at .01 level.

\* Significant at .05 level.

<sup>1</sup> Number of cases:

| CA         | Males | Females |
|------------|-------|---------|
| 6-8.....   | 57    | 86      |
| 9-11.....  | 55    | 82      |
| 12-14..... | 19    | 51      |

<sup>2</sup> Number of cases:

| CA         | Males | Females |
|------------|-------|---------|
| 6-8.....   | 57    | 26      |
| 9-11.....  | 43    | 23      |
| 12-14..... | 31    | 15      |

Table 38.—Differences between Easy Management and Difficult Management of Children in Relation to Psychological Groups

| Psychological Group | Sex     | CA    | Well Adjusted <sup>1</sup> |      | Poorly Adjusted <sup>2</sup> |      | CR     |
|---------------------|---------|-------|----------------------------|------|------------------------------|------|--------|
|                     |         |       | Mean                       | SD   | Mean                         | SD   |        |
| Aggressive          | Males   | 6-8   | 5.16                       | 4.83 | 14.86                        | 5.88 | 8.98** |
|                     |         | 9-11  | 4.84                       | 3.90 | 12.73                        | 6.06 | 7.66** |
|                     |         | 12-14 | 4.48                       | 4.59 | 14.71                        | 7.23 | 5.85** |
|                     | Females | 6-8   | 4.24                       | 4.17 | 14.50                        | 8.46 | 4.33** |
|                     |         | 9-11  | 4.45                       | 4.71 | 11.80                        | 5.32 | 4.90** |
|                     |         | 12-14 | 4.75                       | 4.59 | 13.00                        | 7.50 | 3.00** |
| Delinquency-related | Males   | 6-8   | 1.60                       | 1.26 | 4.69                         | 3.03 | 6.13** |
|                     |         | 9-11  | 1.33                       | 1.14 | 3.94                         | 2.73 | 5.97** |
|                     |         | 12-14 | 1.57                       | 1.38 | 4.12                         | 2.73 | 4.03** |
|                     | Females | 6-8   | 1.36                       | 1.17 | 4.63                         | 3.03 | 3.87** |
|                     |         | 9-11  | 1.36                       | 1.17 | 3.01                         | 2.70 | 2.26*  |
|                     |         | 12-14 | 1.51                       | 1.47 | 2.86                         | 1.47 | 2.44*  |
| Withdrawing         | Males   | 6-8   | 4.84                       | 3.78 | 6.70                         | 4.08 | 2.41*  |
|                     |         | 9-11  | 4.60                       | 3.03 | 6.79                         | 3.66 | 3.32** |
|                     |         | 12-14 | 4.75                       | 2.37 | 8.83                         | 2.91 | 5.43** |
|                     | Females | 6-8   | 4.51                       | 3.93 | 5.92                         | 2.67 | 1.72   |
|                     |         | 9-11  | 4.06                       | 3.12 | 6.19                         | 3.45 | 2.19*  |
|                     |         | 12-14 | 3.91                       | 2.58 | 5.50                         | 2.58 | 1.63   |

\*\* Significant at .01 level.

\* Significant at .05 level.

<sup>1</sup> Number of cases:

| CA         | Male | Female |
|------------|------|--------|
| 6-8.....   | 85   | 122    |
| 9-11.....  | 75   | 105    |
| 12-14..... | 32   | 59     |

<sup>2</sup> Number of cases:

| CA         | Male | Female |
|------------|------|--------|
| 6-8.....   | 40   | 14     |
| 9-11.....  | 44   | 15     |
| 12-14..... | 23   | 8      |

#### COMPARISON OF PARENTS' AND TEACHERS' ADJUSTMENT AND MANAGEMENT RATINGS

There were 760 children for whom adjustment and management ratings were made by both parents and teachers. Table 39 gives the correlations on these two ratings in relation to sex and age groups. It will be seen that no relationship exists with age, for all the correlation coefficients for the three age groups are fairly constant. Parents' and

teachers' ratings are closer for adjustment than for management. Parents and teachers do agree more closely on management of boys than on management of girls.

Table 39.—Correlations between Parents' and Teachers'  
Ratings on Adjustment and Management

|                 | Correlation       |                   |
|-----------------|-------------------|-------------------|
|                 | Adjustment Rating | Management Rating |
| <b>Males</b>    |                   |                   |
| 6-14 . . . . .  | .87               | .74               |
| 6-8 . . . . .   | .90               | .74               |
| 9-11 . . . . .  | .85               | .72               |
| 12-14 . . . . . | .87               | .76               |
| <b>Females</b>  |                   |                   |
| 6-14 . . . . .  | .91               | .56               |
| 6-8 . . . . .   | .91               | .55               |
| 9-11 . . . . .  | .91               | .55               |
| 12-14 . . . . . | .90               | .60               |

## VI. ANALYSIS OF CHILDREN'S RESPONSES

As was described in Chapter III, the 900 children used in this study constituted a representative socio-economic sample for Minneapolis.

All the children were asked four questions:

1. In what ways do you behave that you would like to change?
2. In what ways do you behave that you think your mother would like you to change?
3. In what ways do you behave that you think your father would like you to change?
4. In what ways do you behave that you think your teacher would like you to change?

To the four questions, there was a total of 5984 responses; 2993 for the boys and 2991 for the girls. As was also described in Chapter III, the children's responses were classified according to the 49 behavior items on the questionnaire for parents. Of the total number of responses made by the children, only 37 could not be classified. Of these, 14 were related to attending too many movies and 10 with reading comics too frequently. In the analysis of the children's responses, the 37 unclassified items are not included. Table 40 gives the mean number of responses to the four questions according to sex and chronological age.

Table 40.—Mean Number of Children's Responses

| CA           | N   | Mean        |               |
|--------------|-----|-------------|---------------|
|              |     | Males (450) | Females (450) |
| 6 . . . . .  | 100 | 4.94        | 5.08          |
| 7 . . . . .  | 100 | 5.88        | 5.28          |
| 8 . . . . .  | 100 | 6.56        | 5.70          |
| 9 . . . . .  | 100 | 7.07        | 7.00          |
| 10 . . . . . | 100 | 7.06        | 6.34          |
| 11 . . . . . | 100 | 7.14        | 6.78          |
| 12 . . . . . | 100 | 8.30        | 7.78          |
| 13 . . . . . | 100 | 6.80        | 8.52          |
| 14 . . . . . | 100 | 6.14        | 7.34          |

Table 41.—Most Frequently Mentioned Responses  
to Four Questions

| Response <sup>1</sup>          | Males    |      | Females  |      |
|--------------------------------|----------|------|----------|------|
|                                | Per Cent | Rank | Per Cent | Rank |
| Make less noise . . . . .      | 10.88    | 1    | 8.29     | 4    |
| Do assigned chores and tasks.  | 10.30    | 2    | 13.49    | 1    |
| Be obedient . . . . .          | 8.93     | 3    | 8.82     | 2    |
| Talk less . . . . .            | 8.41     | 4    | 8.39     | 3    |
| Do better schoolwork. . . . .  | 7.76     | 5    | 5.94     | 7    |
| Fight less. . . . .            | 5.35     | 6    | 1.98     | 12   |
| Interrupt less. . . . .        | 5.15     | 7    | 6.07     | 6    |
| Be less careless and forgetful | 4.43     | 8.5  | 3.39     | 10   |
| Be more prompt. . . . .        | 4.43     | 8.5  | 3.96     | 9    |
| Quarrel less. . . . .          | 3.98     | 10   | 6.84     | 5    |
| Be more tidy. . . . .          | 3.50     | 11   | 4.12     | 8    |
| Be more polite. . . . .        | 2.61     | 12   | 3.35     | 11   |
| Control temper. . . . .        | 2.30     | 13   | 1.74     | 15   |
| Go to bed earlier . . . . .    | 2.02     | 14   | 1.94     | 13.5 |
| Not be so easily discouraged.  | 1.82     | 15   | .67      | 18   |
| Be more attentive . . . . .    | 1.78     | 16   | 1.54     | 17   |
| Have better eating habits . .  | 1.51     | 17   | 1.94     | 13.5 |
| Be less nervous . . . . .      | .68      | 18   | 1.71     | 16   |

<sup>1</sup> There were 2993 responses from males, 2991 from females.

#### TOTAL NUMBER OF CHILDREN'S RESPONSES

The ways that children think their behavior could be changed are shown in Table 41. The responses to the four questions are combined. Only the most frequently mentioned responses are listed, with the percentage and the rank order indicated for each response. The table shows that of all responses made by the boys to the four questions, the most frequent one dealt with making less noise. Of the total number of male responses, 2993, approximately 11 per cent were related to this item. The most frequently mentioned response for the girls was concerned with doing assigned chores and tasks. Applying the rank difference correlation method to Table 41, a coefficient of .87 was obtained. This is significant at the .01 level and indicates a high degree of similarity between the sexes for the pattern of responses.

Some of the responses show interesting age differences. These are presented graphically in Figure 14. As might be expected, the most common response of the younger children was related to obeying. Approximately 17 per cent of the total number of responses from 6-year-olds dealt with minding or obeying while this response was less than 5 per cent of the total number from the 14-year-olds.

Figure 14. Percentage of Certain Responses  
According to Sex and Age

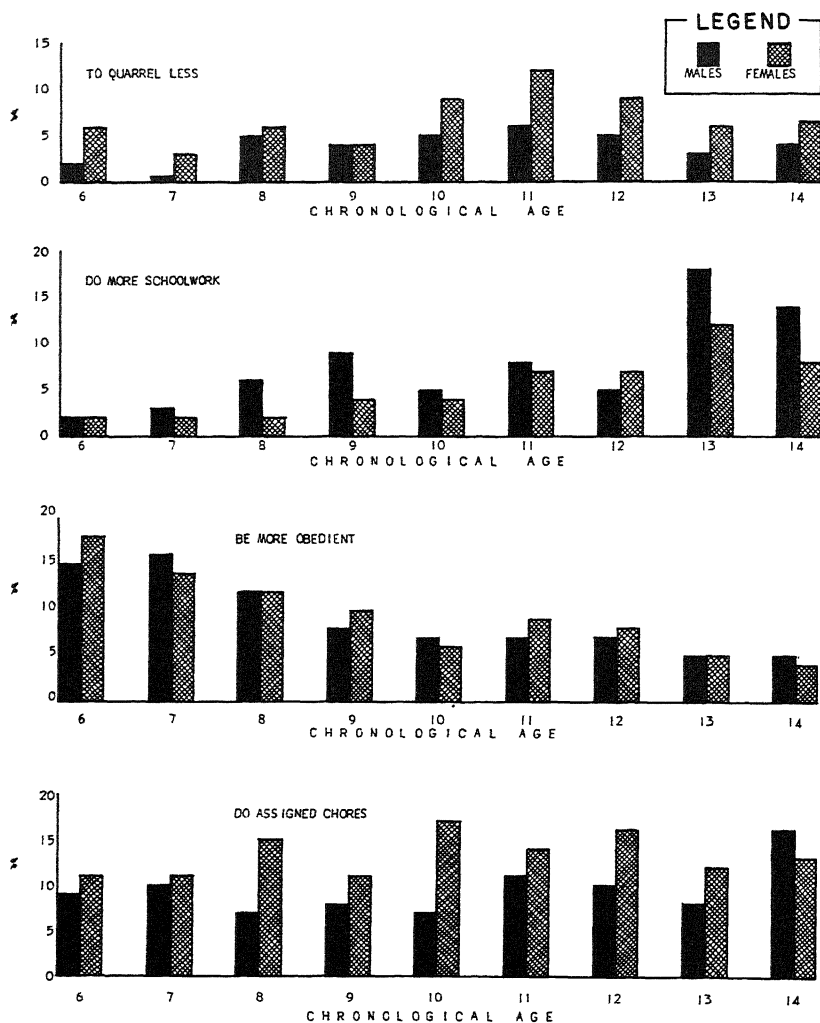


Figure 14 (Continued). Percentage of Certain Responses  
According to Sex and Age

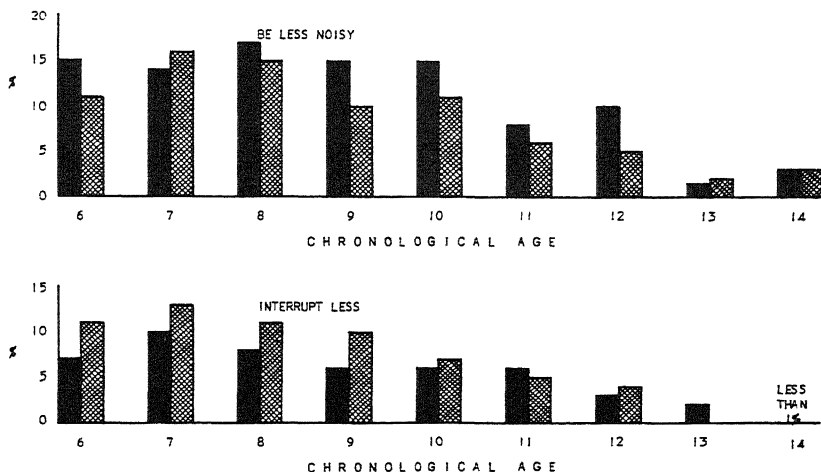


Table 42.—Differences between Age Groups  
in Certain Responses

| Response                     | Per Cent of Total Responses |                | CR     |
|------------------------------|-----------------------------|----------------|--------|
|                              | CA 6-8 (300)                | CA 12-14 (300) |        |
| Be more obedient . . . . .   | 15                          | 6              | 3.64** |
| Be less noisy . . . . .      | 15                          | 4              | 4.68** |
| Interrupt less . . . . .     | 10                          | 2              | 4.19** |
| Quarrel less . . . . .       | 4                           | 6              | 1.12   |
| Do more schoolwork . . . . . | 3                           | 17             | 5.86** |
| Do assigned chores . . . . . | 11                          | 13             | .76    |

\*\* Significant at .01 level.

Table 42 shows age differences when ages 6 to 8 are combined and compared with ages 12 to 14. It may be seen that the younger children were more concerned than the older children in being more obedient, making less noise, and interrupting less. The older children felt that they should spend more time on their schoolwork. All these differences are statistically significant.

## CHILDREN'S RESPONSES TO EACH OF THE QUESTIONS

An analysis of the responses to each of the four questions reveals some interesting differences. In Tables 43 through 46 the ten most frequently mentioned responses are listed for each of the questions, showing their rank order for each sex. Critical ratios based on the percentages are given for the items having a significant sex difference.

1. Ways in which children think they should change their own behavior. The ten most frequently mentioned responses to this question are shown in Table 43. It may be seen that 28 per cent of the boys and 40 per cent of the girls answered that they would like to change their own behavior by helping more with assigned chores and tasks. This particular response was the first rank order number for both sexes. In general, the table shows a high degree of similarity between the sexes in the nature of responses.

When all the responses were studied it was found that there were 26 responses given by at least 1 per cent of each sex. Applying the rank difference correlation method to these 26 responses, we get a coefficient of .69. This is significant at the .01 level, and indicates that in general the responses for both sexes are quite similar.

In Table 43 when the percentages for the same response are compared for sex differences, it may be seen that boys are more concerned than girls in doing more schoolwork and

Table 43.—Most Frequently Mentioned Responses:  
Ways in Which Children Would Like to  
Change Their Own Behavior

| Response                               | Males (450) |      | Females (450) |      | CR     |
|----------------------------------------|-------------|------|---------------|------|--------|
|                                        | Per Cent    | Rank | Per Cent      | Rank |        |
| Do assigned chores and tasks . . . . . | 28.44       | 1    | 40.44         | 1    | 3.86** |
| Be obedient . . . . .                  | 24.88       | 2    | 26.88         | 2    |        |
| Do more schoolwork. . . .              | 17.11       | 3    | 9.33          | 4    | 3.60** |
| Fight less. . . . .                    | 16.88       | 4    | 4.44          |      | 6.50** |
| Talk less . . . . .                    | 8.67        | 5    | 7.33          | 6    |        |
| Control temper. . . . .                | 6.62        | 6    | 7.11          | 7    |        |
| Make less noise . . . . .              | 6.00        | 7    | 4.67          |      |        |
| Quarrel less. . . . .                  | 5.78        | 8    | 14.44         | 3    | 4.35** |
| Be more prompt. . . . .                | 5.55        | 9    | 6.32          | 9    |        |
| Be more polite. . . . .                | 5.33        | 10   | 7.78          | 5    |        |
| Have better eating habits              | 2.66        |      | 6.89          | 8    | 2.77** |
| Be less nervous . . . . .              | 1.33        |      | 6.22          | 10   | 4.07** |

\*\* Significant at .01 level.

fighting less, while girls feel they should do more assigned chores, quarrel less, improve their eating habits, and be less nervous. All these differences are statistically significant.

It is interesting to note that the two responses made by the boys not appearing among the ten most frequently mentioned for the girls are fighting less and making less noise. In place of these two, the girls mentioned that they would like to have better eating habits and be less nervous.

2. Ways in which children think their mothers would like them to change their behavior. Table 44 is a list of the ten most frequently mentioned responses with their rank order for the second question. The five most frequently mentioned responses are the same for both boys and girls even though the rank order is different. Both sexes feel that the ways in which their mothers would like them to change their behavior are making less noise, doing assigned chores and tasks, obeying, quarreling less, and being more tidy. This is essentially what del Solar (15) found in her study when she worked with a much smaller sample.

For this question there were 24 responses given by at least 1 per cent of each sex. When the rank difference correlation method is applied to these 24 responses, a coefficient of .91 is obtained. This is a very high correlation

Table 44.—Most Frequently Mentioned Responses:  
Ways in Which Children Think Their Mothers  
Would Like Them to Change Their Behavior

| Response                                 | Males (450) |      | Females (450) |      | CR     |
|------------------------------------------|-------------|------|---------------|------|--------|
|                                          | Per Cent    | Rank | Per Cent      | Rank |        |
| Make less noise . . . . .                | 29.77       | 1    | 20.88         | 3    | 3.05** |
| Do assigned chores and tasks . . . . .   | 23.34       | 2    | 33.11         | 1    | 3.03** |
| Be obedient . . . . .                    | 16.22       | 3    | 16.88         | 4    |        |
| Quarrel less . . . . .                   | 13.55       | 4    | 21.78         | 2    | 3.09** |
| Be more tidy . . . . .                   | 13.33       | 5    | 16.22         | 5    |        |
| Be more prompt . . . . .                 | 13.11       | 6    | 10.22         | 7    |        |
| Be less careless and forgetful . . . . . | 11.55       | 7    | 10.44         | 6    |        |
| Fight less . . . . .                     | 9.11        | 8    | 3.56          |      | 3.51** |
| Tease less . . . . .                     | 6.22        | 9.5  | 6.00          | 10   |        |
| Interrupt less . . . . .                 | 6.22        | 9.5  | 9.56          | 8    |        |
| Be more polite . . . . .                 | 5.33        |      | 9.11          | 9    |        |

\*\* Significant at .01 level.

and even though it doesn't reveal the sex differences shown by the actual percentages, it does indicate that both boys and girls have essentially the same pattern of responses when they express ways in which their mothers would like them to change.

There are, however, some significant sex differences. Boys think their mothers would like them to make less noise and fight less while the girls believe their mothers would like them to do more assigned chores and tasks and quarrel less.

3. Ways in which children think their fathers would like them to change their behavior. The ten most frequently mentioned responses to the third question are listed in Table 45.

It may be seen from Table 45 that the first four responses for both boys and girls have the same rank order. It is interesting to note that the most frequently mentioned response to the question of how the children thought their fathers would like them to change their behavior was that of interrupting less. Evidently, children feel that their fathers are more disturbed than their mothers by being interrupted, for this particular response was much less frequently mentioned by the children when they were asked how their mothers would like them to change their behavior.

Table 45.—Most Frequently Mentioned Responses:  
Ways in Which Children Think Their Fathers  
Would Like Them to Change Their Behavior

| Response                                | Males (450) |      | Females (450) |      | CR     |
|-----------------------------------------|-------------|------|---------------|------|--------|
|                                         | Per Cent    | Rank | Per Cent      | Rank |        |
| Interrupt less . . . . .                | 22.44       | 1    | 26.67         | 1    |        |
| Make less noise. . . . .                | 20.88       | 2    | 18.66         | 2    |        |
| Do assigned chores and tasks. . . . .   | 14.66       | 3    | 15.11         | 3    |        |
| Be obedient. . . . .                    | 9.78        | 4    | 10.67         | 4    |        |
| Be less careless and forgetful. . . . . | 9.33        | 5    | 5.78          | 6.5  | 2.09*  |
| Middle less. . . . .                    | 7.11        | 6    | 2.89          |      | 2.93** |
| Quarrel less . . . . .                  | 6.22        | 7    | 8.67          | 5    |        |
| Be more prompt . . . . .                | 5.55        | 8.5  | 5.78          | 6.5  |        |
| Fight less . . . . .                    | 5.55        | 8.5  | 2.66          |      |        |
| Tease less . . . . .                    | 4.44        | 10   | 3.33          |      |        |
| Do better schoolwork . . .              | 3.11        |      | 4.89          | 8    |        |
| Be more tidy . . . . .                  | 4.22        |      | 4.67          | 9    |        |
| Be more polite . . . . .                | 3.56        |      | 4.00          | 10   |        |

\*\* Significant at .01 level.

\* Significant at .05 level.

For this question there were 21 responses given by at least 1 per cent of each sex, with a rank difference correlation coefficient of .76. Even though this correlation is significant at the .01 level, it is not as high as the rank difference correlation of .91 which was found between the sexes in their responses about the ways in which they thought their mothers would like them to change. Evidently boys and girls believe that their mothers emphasize to a greater extent the same behavior goals than do their fathers.

There were three responses among the ten most frequently mentioned responses for the boys not appearing in the girls' list. These were to meddle less, to fight less, and to tease less. Appearing among the ten most frequent responses for the girls, but not for the boys, were to do better schoolwork, to be more tidy, and to be more polite.

Only one of the sex differences in Table 45 is statistically significant at the 1 per cent level and that is for the boys who indicated that they think their fathers would like them to meddle less with other people's belongings.

4. Ways in which children think their teachers would like them to change their behavior. Table 46 is a list of the ten most frequently mentioned responses to the fourth question, with their rank order.

Table 46.—Most Frequently Mentioned Responses:  
Ways in Which Children Think Their Teachers  
Would Like Them to Change Their Behavior

| Response                                 | Males (450) |      | Females (450) |      | CR     |
|------------------------------------------|-------------|------|---------------|------|--------|
|                                          | Per Cent    | Rank | Per Cent      | Rank |        |
| Talk less . . . . .                      | 42.00       | 1    | 44.80         | 1    |        |
| Do more schoolwork. . . .                | 24.66       | 2    | 19.33         | 2    |        |
| Make less noise . . . . .                | 16.00       | 3    | 10.67         | 3    | 2.43*  |
| Be more attentive . . . . .              | 7.11        | 4    | 6.22          | 4    |        |
| Be obedient . . . . .                    | 6.89        | 5    | 4.00          | 6    |        |
| Be more prompt. . . . .                  | 4.89        | 6    | 4.22          | 5    |        |
| Be less silly . . . . .                  | 3.56        | 7    | 3.33          | 8    |        |
| Fight less. . . . .                      | 3.33        | 8    | .44           |      | 3.20** |
| Interrupt less. . . . .                  | 2.66        | 9    | 2.66          | 10   |        |
| Control temper. . . . .                  | 2.00        | 10   | .44           |      | 2.14*  |
| Be less shy . . . . .                    | 1.78        |      | 3.56          | 7    |        |
| Be less careless and forgetful . . . . . | 1.56        |      | 2.89          | 9    |        |

\*\* Significant at .01 level.

\* Significant at .05 level.

In general, the results are similar to the del Solar study (15) which showed that children thought their teachers would like them to improve most by doing better schoolwork and being less noisy, although the children in the present study believed that teachers would like them to change their behavior most of all by talking less.

A response appearing for the first time is that which holds rank order number seven for the girls—to be less shy. The children mentioned this response more frequently in connection with their teachers than they did with their parents. It is gratifying that some teachers are concerned with the child who doesn't talk enough as well as with the child who talks too much.

To the question of how the children thought their teachers would like them to change their behavior there were 12 responses given by at least 1 per cent of each sex. The rank difference correlation for these responses was .91. Although the correlation is based upon a small number of responses, it does show that both sexes feel that the ways in which teachers would like them to change their behavior are primarily the same.

Table 46 shows that several significant sex differences exist. Boys more than girls think that their teachers would like them to make less noise, fight less, and control their tempers. It is interesting that the table shows no significant differences for which the girls have a higher frequency of response than the boys. Boys more than girls believe that they should show less overt and aggressive behavior.

#### COMPARISONS AMONG THE RESPONSES TO THE FOUR QUESTIONS

In order that comparisons may be made more easily among the responses to the four questions, Figure 15 shows graphically according to sex and chronological age some of the main differences between the ways children think they would like to change their own behavior and the ways they think their mothers, fathers, and teachers would like them to change.

From Figure 15 it may be seen, for example, that both sexes feel that their teachers are more disturbed by unnecessary talking than are their mothers and fathers. The curve for the girls reaches its peak at age 9 while for the boys the peak is reached two years later.

Both boys and girls believe that their fathers are more disturbed by being interrupted than are their mothers or

Figure 15. Comparison of Responses to Four Questions  
According to Sex and Age

**Legend :**

PERCENTAGE OF CHILDREN INDICATING  
THEY:

- WOULD LIKE TO CHANGE OWN BEHAVIOR
- THEIR MOTHERS WOULD LIKE THEM TO CHANGE
- ..... THEIR FATHERS WOULD LIKE THEM TO CHANGE
- · — · — THEIR TEACHERS WOULD LIKE THEM TO CHANGE

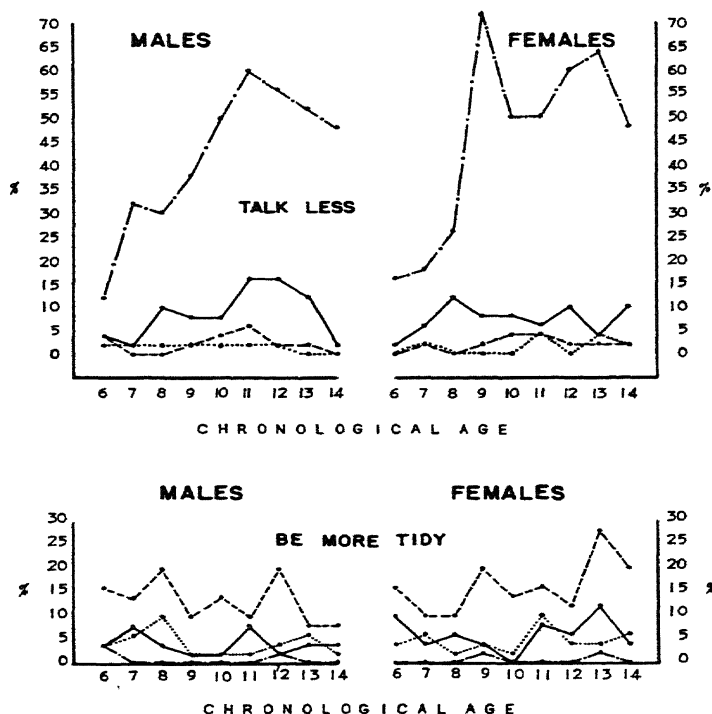


Figure 15 (Continued). Comparison of Responses to Four Questions  
According to Sex and Age

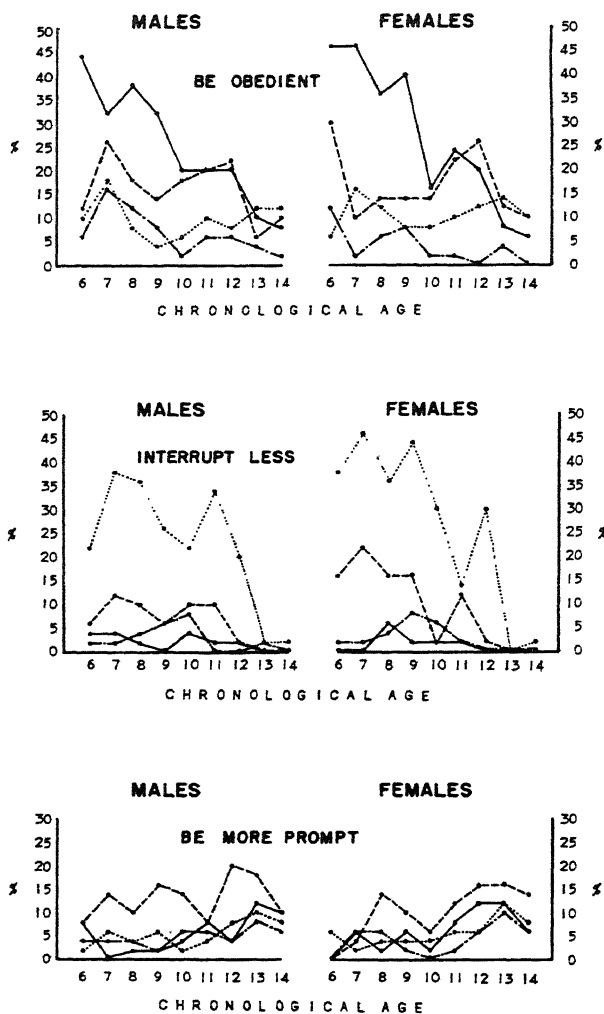


Figure 15 (Continued). Comparison of Responses to Four Questions  
According to Sex and Age

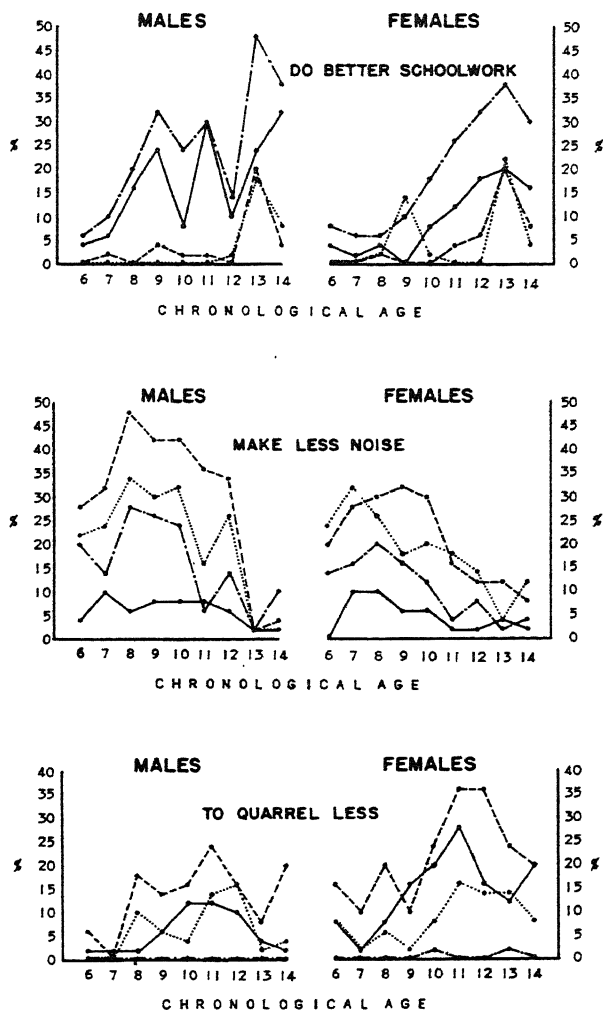
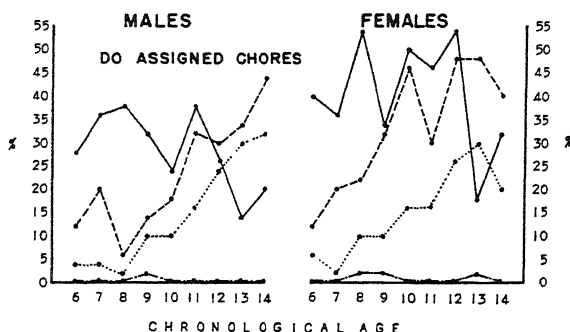


Figure 15 (Continued). Comparison of Responses to Four Questions According to Sex and Age



teachers. This is not an item mentioned too frequently when they discuss ways in which they would like to change their own behavior. It may further be noticed that at the later age levels, this type of behavior is mentioned in relation to the father less frequently. It could be that the older children have learned not to interrupt their fathers or that the fathers over a period of years have negatively adapted themselves to being interrupted and it no longer bothers them.

The separate curves for the response relating to being more prompt all show similar trends. In general, the frequency with which this response is mentioned is fairly constant to ages 10 and 11, then increases for the next two years, and at age 13 decreases.

Children believe that their mothers are most interested in their being tidy, while this response is given the fewest number of times in connection with their teachers.

A study of the graph dealing with being obedient is also interesting. The young child, when asked how he thinks he could improve his own behavior, thinks primarily in terms of obedience. This particular response decreases markedly with age, which indicates that as children grow older their relationship to their environment broadens. Obedience was a response of approximately 45 per cent of the 6-year-olds whereas at age 14 it was mentioned by only 7 per cent of the children.

A greater number of the girls than the boys gave the response of quarreling less, but for both sexes it was named

as a response which bothered the mother most of all. Quarreling was most frequently mentioned at the age of 11 for both boys and girls.

Doing assigned chores and tasks was mentioned frequently by the children in relation to ways in which they would like to change their own behavior and ways in which their mothers and fathers would like them to change. In general, the curves show an increase with age except between the ages of 11 and 13 for the boys and 12 and 13 for the girls. During these particular ages the curve indicating ways in which children would like to change their own behavior markedly decreases.

Mothers and fathers are most disturbed by noise. This response is most frequently mentioned during the early elementary years, after which it decreases rapidly.

#### RELATIONSHIPS BETWEEN DIFFERENT RESPONSES

Rank difference correlations were determined for all responses made by at least 1 per cent of the boys and girls to each of the four questions. These are shown in Table 47.

It may be seen that for the boys and girls the highest correlations are between the ways in which the boys thought their mothers and the ways in which they thought their fathers would like them to change their behavior. The lowest correlation is also the same for both sexes—ways in which the children thought their fathers would like them to change their behavior and ways in which their teachers would like

Table 47.—Rank Difference Correlations for  
Responses to Each Question

|                 | Mother        | Father        | Teacher        |
|-----------------|---------------|---------------|----------------|
| <b>Males</b>    |               |               |                |
| Self. . . . .   | .48<br>(N=23) | .37<br>(N=23) | .39<br>(N=16)  |
| Mother. . . . . |               | .77<br>(N=25) | .32<br>(N=13)  |
| Father. . . . . |               |               | .15<br>(N=12)  |
| <b>Females</b>  |               |               |                |
| Self. . . . .   | .50<br>(N=23) | .29<br>(N=20) | .26<br>(N=12)  |
| Mother. . . . . |               | .93<br>(N=22) | .18<br>(N=12)  |
| Father. . . . . |               |               | -.11<br>(N=10) |

them to change. Ways in which the children would like to change their own behavior has the highest correlation for both boys and girls with ways in which they thought their mothers would like them to change. This might well be expected since the mother has more of an emotional interest in the child than the teacher and has more responsibility for the child's direct care than the father. These findings are some indication, however, that mothers exert more influence on the behavior of children than do fathers or teachers.

#### CHILDREN'S RESPONSES CLASSIFIED INTO PSYCHOLOGICAL GROUPS

The responses made by all the children were classified into one of the four psychological groups: aggressive behavior, delinquent-related behavior, withdrawing behavior, and noncompliant behavior. A score was obtained for each child in the four groups by adding the number of responses to the four questions. However, a particular response mentioned more than once received only a score of one. This procedure was adopted because some of the younger children in telling how they would like to change their own behavior would answer "to mind." This same response would also be given to the three other questions. It was the opinion of the examiner that a few of the young children would give the same response to the other questions without thinking too critically of the specific question asked.

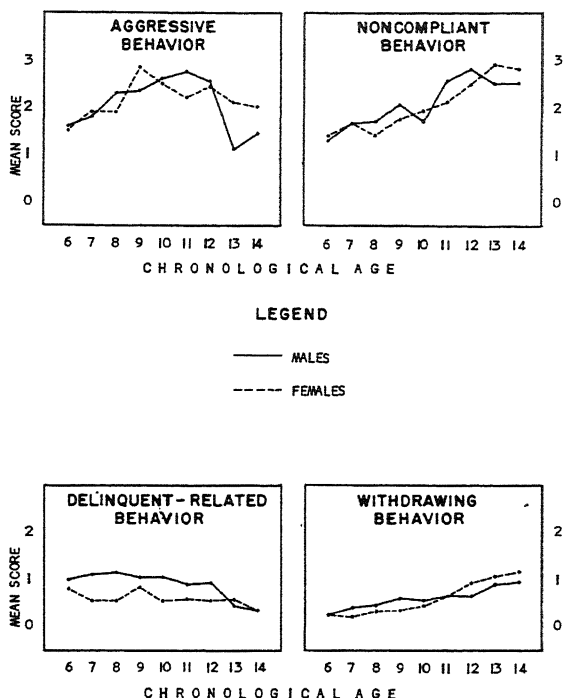
#### SCORES ON AGGRESSIVE BEHAVIOR

The mean aggressive behavior scores and standard deviations according to sex and chronological age are given in Table 48. Figure 16 shows the means graphically. In general,

Table 48.—Aggressiveness: Mean Scores and Standard Deviations According to Age and Sex

| CA          | Males |      | Females |      |
|-------------|-------|------|---------|------|
|             | Mean  | SD   | Mean    | SD   |
| 6. . . . .  | 1.62  | 1.25 | 1.58    | .98  |
| 7. . . . .  | 1.78  | 1.20 | 1.90    | 1.09 |
| 8. . . . .  | 2.26  | 1.26 | 1.96    | 1.44 |
| 9. . . . .  | 2.36  | 1.21 | 2.86    | 1.60 |
| 10. . . . . | 2.60  | 1.12 | 2.52    | 1.24 |
| 11. . . . . | 2.78  | 1.25 | 2.22    | 1.47 |
| 12. . . . . | 2.56  | 1.32 | 2.44    | 1.30 |
| 13. . . . . | 1.12  | 1.12 | 2.06    | 1.17 |
| 14. . . . . | 1.48  | 1.29 | 2.00    | 1.26 |

Figure 16. Psychological Behavior Groups: Mean Scores



the mean scores for both sexes are fairly close until age 13 at which time the boys' mean score decreases rapidly and then shows an increase the following year.

Table 49 gives the critical ratios between certain sex and age groups. The only sex difference that is significant is in the 12 to 14 age group; at this period the girls have a higher mean score than the boys. It must be remembered that a higher mean score does not indicate that girls at this age are more aggressive than boys. It signifies only that the older girls gave a greater number of responses classified in the aggressive behavior group than the older boys. The responses were in relation to ways in which they wanted to change their own behavior or ways in which they thought their mothers, fathers, and teachers wanted them to change. This is in keeping with Tryon's (40) study in which she found that girls at the age of 12 place a high value on quiet, sedate, and nonaggressive characteristics. It is also

## BEHAVIOR DIFFICULTIES OF CHILDREN

Table 49.—Aggressiveness: Critical Ratios between  
Mean Number of Responses for Certain  
Sex and Age Groups

| Sex                       | N   | CA    | Mean | SD   | CR     |
|---------------------------|-----|-------|------|------|--------|
| <u>Comparisons by Sex</u> |     |       |      |      |        |
| Males                     | 450 | 6-14  | 2.06 | 1.20 | 1.34   |
| Females                   | 450 | 6-14  | 2.17 | 1.26 |        |
| Males                     | 150 | 6-8   | 1.89 | 1.17 | .63    |
| Females                   | 150 | 6-8   | 1.81 | 1.01 |        |
| Males                     | 150 | 9-11  | 2.58 | 1.06 | .36    |
| Females                   | 150 | 9-11  | 2.53 | 1.35 |        |
| Males                     | 150 | 12-14 | 1.72 | 1.21 | 3.28** |
| Females                   | 150 | 12-14 | 2.17 | 1.15 |        |
| <u>Comparisons by Age</u> |     |       |      |      |        |
| Males                     | 150 | 6-8   | 1.89 | 1.17 | 5.35** |
|                           | 150 | 9-11  | 2.58 | 1.06 | 6.52** |
|                           | 150 | 12-14 | 1.72 | 1.21 | 1.23   |
|                           | 150 | 6-8   | 1.89 | 1.17 |        |
| Females                   | 150 | 6-8   | 1.81 | 1.01 | 5.22** |
|                           | 150 | 9-11  | 2.53 | 1.35 | 2.48*  |
|                           | 150 | 12-14 | 2.17 | 1.15 | 2.88*  |
|                           | 150 | 6-8   | 1.81 | 1.01 |        |

\*\* Significant at .01 level.

\* Significant at .05 level.

interesting that both the parents' and teachers' data show significant sex differences for aggressive behavior at all age groups but that the children's data show significant differences only in the older age group.

For both sexes there are increases in mean scores from the 6 to 8 age group to the 9 to 11 age group, after which the older age group shows a decrease. The peak of mentioning aggressive traits as behavior needing to be changed is reached by boys and girls alike, in the years 9 to 11.

Tables 50 and 51 give the mean aggressiveness scores in relation to socio-economic status. Table 50, for the boys, shows that when all the ages are combined the mean score of the middle socio-economic group is significantly lower than the mean score of the lower socio-economic group. No difference exists between the upper and lower socio-economic groups. The mean difference between the middle and upper groups is fairly high but the critical ratio is not significant. These findings would suggest that in relation to the items classified in the aggressive behavior category, boys of the middle socio-economic group less frequently than boys of the upper or lower groups either wish to change their own

Table 50.—Aggressiveness (Males): Critical Ratios between Means for Socio-Economic Groups of Various Ages

| CA    | N   | SE     | Mean | SD   | CR     |
|-------|-----|--------|------|------|--------|
| 6-14  | 63  | High   | 2.24 | 1.69 | .17    |
|       | 117 | Low    | 2.20 | 1.13 | 2.03*  |
|       | 270 | Middle | 1.94 | 1.19 | 1.32   |
|       | 63  | High   | 2.24 | 1.69 |        |
| 6-8   | 21  | High   | 2.52 | 1.47 | 1.61   |
|       | 39  | Low    | 1.92 | 1.09 | 1.48   |
|       | 90  | Middle | 1.61 | 1.07 | 2.61** |
|       | 21  | High   | 2.52 | 1.47 |        |
| 9-11  | 21  | High   | 2.71 | 1.67 | .62    |
|       | 39  | Low    | 2.46 | .96  | .71    |
|       | 90  | Middle | 2.60 | 1.16 | .28    |
|       | 21  | High   | 2.71 | 1.67 |        |
| 12-14 | 21  | High   | 1.50 | 1.97 | 1.51   |
|       | 39  | Low    | 2.24 | 1.33 | 2.39*  |
|       | 90  | Middle | 1.62 | 1.35 | .26    |
|       | 21  | High   | 1.50 | 1.97 |        |

\*\* Significant at .01 level.

\* Significant at .05 level.

Table 51.—Aggressiveness (Females): Critical Ratios between Means for Socio-Economic Groups of Various Ages

| CA    | N   | SE     | Mean | SD   | CR    |
|-------|-----|--------|------|------|-------|
| 6-14  | 63  | High   | 2.07 | 1.23 | .68   |
|       | 117 | Low    | 2.20 | 1.17 | 1.46  |
|       | 270 | Middle | 2.39 | 1.16 | 1.87  |
|       | 63  | High   | 2.07 | 1.23 |       |
| 6-8   | 21  | High   | 1.71 | .82  | .53   |
|       | 39  | Low    | 1.59 | .84  | 1.65  |
|       | 90  | Middle | 1.88 | 1.05 | .79   |
|       | 21  | High   | 1.71 | .82  |       |
| 9-11  | 21  | High   | 2.48 | 1.78 | .22   |
|       | 39  | Low    | 2.38 | 1.33 | .98   |
|       | 90  | Middle | 2.64 | 1.46 | .57   |
|       | 21  | High   | 2.48 | 1.78 |       |
| 12-14 | 21  | High   | 2.05 | 1.12 | 1.71  |
|       | 39  | Low    | 2.62 | 1.33 | .12   |
|       | 90  | Middle | 2.65 | 1.01 | 2.20* |
|       | 21  | High   | 2.05 | 1.12 |       |

\* Significant at .05 level.

behavior or feel that their parents would like them to change their behavior. These findings are similar to those for the parents' data which show that boys of the middle socio-economic status have the lowest mean aggressiveness score. From ages 6 to 11 boys of the upper socio-economic group have the highest mean scores but in the age group 12 to 14, the upper group has the lowest score. The parents' data indicate high aggressiveness scores for the lower socio-economic group at all ages but evidently the boys of the lower socio-economic group are not interested in changing their behavior or are unaware that their parents want them to change their behavior until they reach the ages of 12 to 14.

Socio-economic differences for the girls are interesting, even though differences are slight, in that the highest mean score is for the middle socio-economic group. Since the parents' data give girls of the middle socio-economic group the lowest mean aggressiveness score it might be expected that the girls' mean aggressiveness score would also be the lowest. The reverse, however, is the case. Girls of the middle socio-economic group, who according to parents are the least aggressive, are themselves most anxious to overcome their aggressiveness. It is probable that parents of the middle socio-economic group express much more to their daughters than to their sons a dislike of aggressive behavior.

#### SCORES ON DELINQUENT-RELATED BEHAVIOR

The mean delinquent-related behavior scores according to sex and chronological age are shown in Table 52 with the means portrayed graphically in Figure 16. The mean scores are higher for the boys than for the girls at all ages

Table 52.—Delinquency-Related: Mean Scores and Standard Deviations According to Age and Sex

| CA           | Males |      | Females |     |
|--------------|-------|------|---------|-----|
|              | Mean  | SD   | Mean    | SD  |
| 6 . . . . .  | 1.00  | .69  | .80     | .63 |
| 7 . . . . .  | 1.10  | .75  | .68     | .61 |
| 8 . . . . .  | 1.16  | 1.34 | .66     | .69 |
| 9 . . . . .  | 1.06  | 1.12 | .88     | .91 |
| 10 . . . . . | 1.04  | .95  | .52     | .66 |
| 11 . . . . . | .90   | .76  | .58     | .70 |
| 12 . . . . . | .98   | .88  | .58     | .56 |
| 13 . . . . . | .44   | .90  | .56     | .73 |
| 14 . . . . . | .58   | .68  | .38     | .48 |

Table 53.—Delinquency-Related: Critical Ratios between  
Mean Number of Responses for Certain Sex and Age Groups

| Sex                       | N   | CA    | Mean | SD  | CR     |
|---------------------------|-----|-------|------|-----|--------|
| <u>Comparisons by Sex</u> |     |       |      |     |        |
| Males                     | 450 | 6-14  | .90  | .94 |        |
| Females                   | 450 | 6-14  | .63  | .76 | 4.70** |
| Males                     | 150 | 6-8   | 1.09 | .83 |        |
| Females                   | 150 | 6-8   | .71  | .61 | 4.52** |
| Males                     | 150 | 9-11  | 1.00 | .91 |        |
| Females                   | 150 | 9-11  | .66  | .74 | 3.54** |
| Males                     | 150 | 12-14 | .60  | .81 |        |
| Females                   | 150 | 12-14 | .51  | .59 | 1.14   |
| <u>Comparisons by Age</u> |     |       |      |     |        |
|                           | 150 | 6-8   | 1.09 | .83 |        |
|                           | 150 | 9-11  | 1.00 | .91 | .89    |
| Males                     | 150 | 12-14 | .60  | .81 | 4.00** |
|                           | 150 | 6-8   | 1.09 | .83 | 5.16** |
|                           | 150 | 6-8   | .71  | .61 |        |
|                           | 150 | 9-11  | .66  | .74 | .64    |
| Females                   | 150 | 12-14 | .51  | .59 | 1.94   |
|                           | 150 | 6-8   | .71  | .61 | 2.89** |

\*\* Significant at .01 level.

except the thirteenth year, when the girls' score is higher, and the fourteenth, when the means are exactly the same. In general, the means for both boys and girls show a gradual decrease with age.

Table 53 presents the critical ratios between the mean scores for certain sex and age groups. Significant sex differences exist when all ages are combined and in the age groups 6 to 8 and 9 to 11. In the older age group, 12 to 14, the critical ratio is not significant. These findings are similar to the parents' and teachers' data which show significant sex differences for the younger and middle age groups but not for the older age group in delinquent-related behavior.

The mean differences between age groups for each sex are significant for the oldest and youngest age groups and for the middle and older age boys. The age trends for both sexes show a decrease with chronological age—a trend similar to that found in the parents' data.

For the boys, Table 54, it may be seen that when all ages are combined the low socio-economic group has the highest mean score and the upper socio-economic group has the lowest mean score. The findings in relation to the low

Table 54.—Delinquency-Related (Males): Critical Ratios  
between Means for Socio-Economic Groups of Various Ages

| CA    | N   | SE     | Mean | SD   | CR     |
|-------|-----|--------|------|------|--------|
| 6-14  | 63  | High   | .66  | .73  | 3.79** |
|       | 117 | Low    | 1.16 | 1.02 | 3.07** |
|       | 270 | Middle | .85  | .81  | 1.81   |
|       | 63  | High   | .66  | .73  |        |
| 6-8   | 21  | High   | 1.10 | .84  | .08    |
|       | 39  | Low    | 1.12 | 1.07 | .16    |
|       | 90  | Middle | 1.09 | .75  | .05    |
|       | 21  | High   | 1.10 | .84  |        |
| 9-11  | 21  | High   | .57  | .79  | 3.35** |
|       | 39  | Low    | 1.44 | 1.17 | 2.52*  |
|       | 90  | Middle | .91  | .84  | 1.72   |
|       | 21  | High   | .57  | .79  |        |
| 12-14 | 21  | High   | .32  | .55  | 3.35** |
|       | 39  | Low    | .93  | .83  | 2.42*  |
|       | 90  | Middle | .54  | .83  | 1.46   |
|       | 21  | High   | .32  | .55  |        |

\*\* Significant at .01 level.

\* Significant at .05 level.

Table 55.—Delinquency-Related (Females): Critical Ratios  
between Means for Socio-Economic Groups of Various Ages

| CA    | N   | SE     | Mean | SD  | CR     |
|-------|-----|--------|------|-----|--------|
| 6-14  | 63  | High   | .55  | .51 | 1.56   |
|       | 117 | Low    | .69  | .67 | .80    |
|       | 270 | Middle | .63  | .68 | 1.04   |
|       | 63  | High   | .55  | .51 |        |
| 6-8   | 21  | High   | .95  | .66 | 1.44   |
|       | 39  | Low    | .69  | .63 | .25    |
|       | 90  | Middle | .66  | .59 | 1.81   |
|       | 21  | High   | .95  | .66 |        |
| 9-11  | 21  | High   | .38  | .49 | 3.11** |
|       | 39  | Low    | .90  | .78 | 1.57   |
|       | 90  | Middle | .66  | .81 | 2.01*  |
|       | 21  | High   | .38  | .49 |        |
| 12-14 | 21  | High   | .31  | .38 | 1.32   |
|       | 39  | Low    | .48  | .60 | .76    |
|       | 90  | Middle | .57  | .63 | 2.41*  |
|       | 21  | High   | .31  | .38 |        |

\*\* Significant at .01 level.

\* Significant at .05 level.

socio-economic group tend to be similar to the findings of the parents' and teachers' data. Both parents and teachers gave the low socio-economic boys the highest mean scores for those items classified in the delinquent-related category and the lower socio-economic boys themselves indicated more frequently than boys of the other socio-economic groups a desire to change this type of behavior.

The combined age group data (Tables 54 and 55) differ from the parents' and teachers' data in that both parents and teachers gave a higher mean score to the upper socio-economic group than to the middle socio-economic group. This is just the reverse in the children's data for both boys and girls, which might be another indication that children of the middle socio-economic group, even though they engage less frequently in those activities classified in the delinquent-related category, are highly aware of their parents' and teachers' disapproval of these activities. It may be seen that especially at the upper age levels the mean differences between the higher and middle socio-economic groups for both sexes are quite large. It is interesting that no significant differences exist in the younger age group, 6 to 8.

#### SCORES ON WITHDRAWING BEHAVIOR

The children's mean withdrawing behavior scores and standard deviations according to sex and chronological age are presented in Table 56 with the means shown graphically in Figure 16. At age 6 the mean scores are exactly the same for both sexes. From ages 7 to 10 the boys have higher mean scores than the girls but from 11 to 14 the girls have higher mean scores. The parents' and teachers' data indicated that at nearly all ages boys showed more frequently than girls a greater number of withdrawing behavior responses. The fact that the older girls were more concerned with overcoming their withdrawing behavior traits is probably related to their earlier maturing. Figure 16 also indicates that with increasing age both sexes show a greater concern for overcoming withdrawing behavior traits.

Table 57 gives the critical ratios between the mean number of responses for certain sex and age groups. When all ages are combined the mean scores for both boys and girls are exactly the same. In the age group 6 to 8 boys have a significantly higher mean score than girls. In the age group 9 to 11 the mean score for the boys continues to be higher but the difference is not significant. In the older age group the trend is reversed and girls show a significantly higher mean score. All the critical ratios between age

Table 56.—Withdrawal: Mean Scores and Standard Deviations  
According to Age and Sex

| CA          | Males |     | Females |     |
|-------------|-------|-----|---------|-----|
|             | Mean  | SD  | Mean    | SD  |
| 6. . . . .  | .24   | .42 | .24     | .42 |
| 7. . . . .  | .42   | .57 | .20     | .45 |
| 8. . . . .  | .44   | .65 | .32     | .56 |
| 9. . . . .  | .64   | .69 | .38     | .44 |
| 10. . . . . | .54   | .73 | .46     | .62 |
| 11. . . . . | .64   | .62 | .66     | .60 |
| 12. . . . . | .64   | .77 | .92     | .72 |
| 13. . . . . | .90   | .74 | 1.08    | .94 |
| 14. . . . . | .92   | .57 | 1.14    | .82 |

Table 57.—Withdrawal: Critical Ratios between Mean Number  
of Responses for Certain Sex and Age Groups

| Sex                       | N   | CA    | Mean | SD  | CR      |
|---------------------------|-----|-------|------|-----|---------|
| <u>Comparisons by Sex</u> |     |       |      |     |         |
| Males                     | 450 | 6-14  | .60  | .69 | 0.      |
| Females                   | 450 | 6-14  | .60  | .63 |         |
| Males                     | 150 | 6-8   | .37  | .54 | 2.07*   |
| Females                   | 150 | 6-8   | .25  | .46 |         |
| Males                     | 150 | 9-11  | .61  | .68 | 1.55    |
| Females                   | 150 | 9-11  | .50  | .55 |         |
| Males                     | 150 | 12-14 | .82  | .66 | 3.23**  |
| Females                   | 150 | 12-14 | 1.05 | .79 |         |
| <u>Comparisons by Age</u> |     |       |      |     |         |
| Males                     | 150 | 6-8   | .37  | .54 | 3.38**  |
|                           | 150 | 9-11  | .61  | .68 |         |
|                           | 150 | 12-14 | .82  | .66 |         |
|                           | 150 | 6-8   | .37  | .54 | 6.43**  |
| Females                   | 150 | 6-8   | .25  | .46 | 4.31**  |
|                           | 150 | 9-11  | .50  | .55 |         |
|                           | 150 | 12-14 | 1.05 | .79 |         |
|                           | 150 | 6-8   | .25  | .46 | 10.67** |

\*\* Significant at .01 level.

\* Significant at .05 level.

groups for each sex are significant and support the hypothesis that with increasing age children become more aware of those behavior traits usually thought of as being submissive and withdrawing.

Tables 58 and 59 present information relating to socio-economic differences. Although Table 58, for the boys, shows no significant differences among the socio-economic groups, there are, nevertheless, some interesting trends. Except in the 6 to 8 age group, boys from the middle socio-economic status have the lowest mean scores and there is a slight tendency for the boys of the upper socio-economic group to have the highest mean scores. In comparing these findings with the parents' and teachers' data, which give the upper socio-economic group the lowest mean score, it might be concluded that of all socio-economic groups the upper socio-economic children show the fewest number of withdrawing behavior traits and yet are the most concerned with overcoming them. On the other hand, children of the middle socio-economic group, who according to the parents' data show the most withdrawn behavior, are the least concerned about changing this type of behavior.

In Table 59 a similar pattern but even more pronounced is shown for the girls. These findings would lend some support to the hypothesis that persons of the middle socio-economic status are primarily conformists, if the concept is

Table 58.—Withdrawal (Males): Critical Ratios between Means for Socio-Economic Groups of Various Ages

| CA    | N   | SE     | Mean | SD  | CR   |
|-------|-----|--------|------|-----|------|
| 6-14  | 63  | High   | .69  | .70 | .19  |
|       | 117 | Low    | .67  | .64 | 1.71 |
|       | 270 | Middle | .55  | .61 | 1.46 |
|       | 63  | High   | .69  | .70 |      |
| 6-8   | 21  | High   | .33  | .52 | .53  |
|       | 39  | Low    | .41  | .59 | .45  |
|       | 90  | Middle | .36  | .53 | .23  |
|       | 21  | High   | .33  | .52 |      |
| 9-11  | 21  | High   | .80  | .82 | .44  |
|       | 39  | Low    | .71  | .58 | 1.67 |
|       | 90  | Middle | .51  | .69 | 1.47 |
|       | 21  | High   | .80  | .82 |      |
| 12-14 | 21  | High   | .95  | .75 | .34  |
|       | 39  | Low    | .88  | .75 | .80  |
|       | 90  | Middle | .77  | .61 | 1.00 |
|       | 21  | High   | .95  | .75 |      |

Table 59.—Withdrawal (Females): Critical Ratios between Means for Socio-Economic Groups of Various Ages

| CA    | N   | SE     | Mean | SD  | CR    |
|-------|-----|--------|------|-----|-------|
| 6-14  | 63  | High   | .72  | .51 | .80   |
|       | 117 | Low    | .65  | .65 | 1.42  |
|       | 270 | Middle | .55  | .60 | 2.30* |
|       | 63  | High   | .72  | .51 |       |
| 6-8   | 21  | High   | .31  | .39 | .52   |
|       | 39  | Low    | .25  | .47 | .11   |
|       | 90  | Middle | .24  | .48 | .69   |
|       | 21  | High   | .31  | .39 |       |
| 9-11  | 21  | High   | .67  | .49 | .86   |
|       | 39  | Low    | .54  | .64 | .85   |
|       | 90  | Middle | .44  | .53 | 1.87  |
|       | 21  | High   | .67  | .49 |       |
| 12-14 | 21  | High   | 1.19 | .66 | .15   |
|       | 39  | Low    | 1.16 | .83 | 1.19  |
|       | 90  | Middle | .97  | .80 | 1.29  |
|       | 21  | High   | 1.19 | .66 |       |

\* Significant at the .05 level.

held that conformists are essentially submissive in nature. These findings also raise some interesting questions. If older adolescents were studied, would the trend persist for the middle socio-economic group to show more withdrawing behavior than the other socio-economic groups? Do children of the middle socio-economic group show more problems in mental health than children of the upper and lower socio-economic groups?

#### SCORES ON NONCOMPLIANT BEHAVIOR

The mean scores and standard deviations according to sex and chronological age for those items classified in the non-compliant behavior category are listed in Table 60, with the means portrayed graphically in Figure 16. In general, sex differences are slight and Table 61 shows that when sex differences are compared according to the age groups no significant differences exist. The largest critical ratio, 1.14, is between boys and girls of the 9 to 11 age group. In this group the girls indicated more frequently than the boys a concern over changing their behavior. Even though the parents' data indicated no significant difference between non-compliant mean scores for the older boys and girls, the children's responses do suggest that older girls are more concerned than older boys in conforming to the home standards and regulations. For children between the ages of 6 and

Table 60.—Noncompliance: Mean Scores and Standard  
Deviations According to Age and Sex

| CA           | Males |      | Females |      |
|--------------|-------|------|---------|------|
|              | Mean  | SD   | Mean    | SD   |
| 6 . . . . .  | 1.38  | 1.12 | 1.42    | 1.13 |
| 7 . . . . .  | 1.64  | 1.11 | 1.64    | 1.04 |
| 8 . . . . .  | 1.68  | 1.03 | 1.58    | .98  |
| 9 . . . . .  | 2.06  | 1.16 | 1.78    | 1.15 |
| 10 . . . . . | 1.68  | 1.09 | 1.98    | 1.10 |
| 11 . . . . . | 2.58  | 1.04 | 2.10    | 1.30 |
| 12 . . . . . | 2.84  | 1.47 | 2.50    | 1.23 |
| 13 . . . . . | 2.50  | 1.43 | 2.94    | 1.56 |
| 14 . . . . . | 2.50  | 1.53 | 2.82    | 1.58 |

Table 61.—Noncompliance: Critical Ratios between Mean  
Number of Responses for Certain Sex and Age Groups

| Sex                       | N   | CA    | Mean | SD   | CR     |
|---------------------------|-----|-------|------|------|--------|
| <u>Comparisons by Sex</u> |     |       |      |      |        |
| Males                     | 450 | 6-14  | 2.10 | 1.35 |        |
| Females                   | 450 | 6-14  | 2.08 | 1.45 | .22    |
| Males                     | 150 | 6-8   | 1.57 | 1.15 |        |
| Females                   | 150 | 6-8   | 1.55 | 1.15 | .15    |
| Males                     | 150 | 9-11  | 2.11 | 1.16 |        |
| Females                   | 150 | 9-11  | 1.95 | 1.25 | 1.14   |
| Males                     | 150 | 12-14 | 2.61 | 1.56 |        |
| Females                   | 150 | 12-14 | 2.75 | 1.69 | .74    |
| <u>Comparisons by Age</u> |     |       |      |      |        |
|                           | 150 | 6-8   | 1.57 | 1.15 |        |
|                           | 150 | 9-11  | 2.11 | 1.16 | 4.03** |
| Males                     | 150 | 12-14 | 2.61 | 1.56 | 3.14** |
|                           | 150 | 6-8   | 1.57 | 1.15 | 6.54** |
|                           | 150 | 6-8   | 1.55 | 1.15 |        |
|                           | 150 | 9-11  | 1.95 | 1.25 | 2.88** |
| Females                   | 150 | 12-14 | 2.75 | 1.69 | 4.65** |
|                           | 150 | 6-8   | 1.55 | 1.15 | 7.19** |

\*\* Significant at .01 level.

11, the parents' data showed that boys were much more non-compliant than girls. There is some indication in the children's responses that boys are aware of this, for their mean scores are higher than the girls although the differences are not significant.

According to the parents' data both sexes reach the peak for noncompliant behavior between the ages of 9 and 11. The children, on the other hand, show a steady increase in number of responses with age. Table 61 shows that for both sexes the mean scores increase with age and are significant at the .01 level. These findings would suggest that children are aware of their noncompliant behavior in the home but they are not aware that parents believe them to be more non-compliant between the ages of 9 and 11 than at other ages.

Tables 62 and 63 show that, in general, socio-economic differences for noncompliant behavior are slight. There is a tendency for both sexes of the middle socio-economic group to have a lower mean score than the other socio-economic groups but the critical ratios are not significant, except for the difference between boys of the middle and lower socio-economic groups at the ages 9 to 11. These findings essentially are similar to the parents' data, which showed no socio-economic differences.

#### COMPARISON OF CHILDREN'S RESPONSES WITH THEIR OWN PARENTS' RATINGS

To compare the children's responses with those of their parents the following method was employed. For each of the four psychological categories, the children's responses to questions 3 and 4 (In what ways do you behave that you think your mother and father would like you to change?) were divided into two groups: those children giving no responses and those giving one or more. For both groups of children, mean scores in each of the four psychological categories were secured from the parents' data. The differences between the means were then determined. Table 64 presents the data.

It may be seen that 51 girls gave no response falling into the aggressive behavior category while 399 gave one or more responses. In checking the parents' responses for the 51 girls, it was found that the mean aggressiveness score was 9.16 with a standard deviation of 5.34. For the 399 girls, the mean aggressiveness score was 11.60 with a standard deviation of 4.44. The difference between the two means is statistically significant, for the critical ratio is 3.06

Table 62.—Noncompliance (Males): Critical Ratios between Means for Socio-Economic Groups of Various Ages

| CA    | N   | SE     | Mean  | SD   | CR    |
|-------|-----|--------|-------|------|-------|
| 6-14  | 63  | High   | 2.24  | 1.20 | .05   |
|       | 117 | Low    | 2.25  | 1.67 | 1.40  |
|       | 270 | Middle | 1.99  | 1.67 | 1.36  |
|       | 63  | High   | 2.24' | 1.20 |       |
| 6-8   | 21  | High   | 1.65  | 1.17 | .60   |
|       | 39  | Low    | 1.51  | 1.26 | .25   |
|       | 90  | Middle | 1.57  | 1.20 | .48   |
|       | 21  | High   | 1.65  | 1.17 |       |
| 9-11  | 21  | High   | 2.24  | 1.04 | .90   |
|       | 39  | Low    | 2.56  | 1.66 | 2.23* |
|       | 90  | Middle | 1.88  | 1.32 | 1.32  |
|       | 21  | High   | 2.24  | 1.04 |       |
| 12-14 | 21  | High   | 2.83  | 1.35 | .36   |
|       | 39  | Low    | 2.69  | 1.53 | .56   |
|       | 90  | Middle | 2.52  | 1.61 | .89   |
|       | 21  | High   | 2.83  | 1.35 |       |

\* Significant at .05 level.

Table 63.—Noncompliance (Females): Critical Ratios between Means for Socio-Economic Groups of Various Ages

| CA    | N   | SE     | Mean | SD   | CR   |
|-------|-----|--------|------|------|------|
| 6-14  | 63  | High   | 2.35 | 1.33 | 1.37 |
|       | 117 | Low    | 2.05 | 1.49 | .12  |
|       | 270 | Middle | 2.03 | 1.59 | 1.64 |
|       | 63  | High   | 2.35 | 1.33 |      |
| 6-8   | 21  | High   | 1.63 | 1.13 | .19  |
|       | 39  | Low    | 1.57 | 1.08 | .28  |
|       | 90  | Middle | 1.51 | 1.16 | .43  |
|       | 21  | High   | 1.63 | 1.13 |      |
| 9-11  | 21  | High   | 2.10 | 1.09 | .77  |
|       | 39  | Low    | 1.86 | 1.18 | .42  |
|       | 90  | Middle | 1.96 | 1.31 | .50  |
|       | 21  | High   | 2.10 | 1.09 |      |
| 12-14 | 21  | High   | 3.31 | 1.41 | 1.35 |
|       | 39  | Low    | 2.73 | 1.80 | .29  |
|       | 90  | Middle | 2.63 | 1.68 | 1.88 |
|       | 21  | High   | 3.31 | 1.41 |      |

Table 64.—Differences between Mean Scores of Parents' Data  
for Children Showing No Responses as Compared with  
Those Showing One or More

| Behavior               | Sex    | Number of<br>Children's<br>Responses | N   | Parents'<br>Mean<br>Score | SD   | CR     |
|------------------------|--------|--------------------------------------|-----|---------------------------|------|--------|
| Aggressive             | Male   | None                                 | 72  | 11.77                     | 4.98 | 1.45   |
|                        |        | One+                                 | 378 | 12.70                     | 4.89 |        |
|                        | Female | None                                 | 51  | 9.16                      | 5.34 | 3.06** |
|                        |        | One+                                 | 399 | 11.60                     | 4.44 |        |
| Delinquent-<br>related | Male   | None                                 | 190 | 3.13                      | 2.30 | 3.17** |
|                        |        | One+                                 | 260 | 3.86                      | 2.52 |        |
|                        | Female | None                                 | 225 | 2.36                      | 1.97 | 1.97*  |
|                        |        | One+                                 | 225 | 2.79                      | 2.03 |        |
| Withdrawing            | Male   | None                                 | 243 | 6.40                      | 3.33 | 1.42   |
|                        |        | One+                                 | 207 | 6.84                      | 3.16 |        |
|                        | Female | None                                 | 234 | 6.23                      | 3.33 | .45    |
|                        |        | One+                                 | 216 | 6.09                      | 3.30 |        |
| Noncompliance          | Male   | None                                 | 84  | 9.09                      | 3.93 | 2.08*  |
|                        |        | One+                                 | 366 | 10.11                     | 4.56 |        |
|                        | Female | None                                 | 69  | 8.33                      | 4.02 | 1.24   |
|                        |        | One+                                 | 381 | 8.99                      | 4.17 |        |

\*\* Significant at .01 level.

\* Significant at .05 level.

which is significant at the .01 level. Thus the responses of the girls who gave no aggressive behavior responses and those who gave one or more indicated a realization of the ratings of their parents.

From the table it may be seen that the delinquent-related behavior category for boys is also significant at the .01 level. Significant at the .05 level is the delinquent-related behavior category for girls and the non-compliant category for boys.

It may be concluded that children are most aware of how their parents would like them to change their behavior in terms of what might be considered antisocial or aggressive behavior. In general, children are not aware that their parents think they have difficulties of a submissive or withdrawing nature. Interestingly enough, boys are more aware of these difficulties than girls. The girls who gave no withdrawing responses at all received from their parents a higher mean score than the girls who gave one or more withdrawing responses. This would further indicate that the girls who show the greatest number of withdrawing behavior traits are

the least aware of them. It may also be said that boys are more aware than girls of the kinds of behavior in the home situation which bother the parents.

#### COMPARISON OF CHILDREN'S RESPONSES WITH THEIR TEACHERS' RATINGS

The children's responses were compared with the teachers' ratings by the same method employed to compare the children's responses with those of their parents. For each of the three psychological categories, aggressive behavior, delinquent-related behavior, and withdrawing behavior, the children's responses to question 4 (In what ways do you behave that you think your teacher would like you to change?) were divided into two groups: those children giving no responses and those giving one or more. For both groups of children the mean scores in each of the three psychological groups were secured from the teachers' data. The differences between the means were then determined. Table 65 presents the data.

Table 65.—Differences between Mean Scores of Teachers' Data  
for Children Showing No Responses as Compared with  
Those Showing One or More

| Behavior               | Sex    | Number of<br>Children's<br>Responses | N   | Teachers'<br>Mean<br>Score | SD   | CR     |
|------------------------|--------|--------------------------------------|-----|----------------------------|------|--------|
| Aggressive             | Male   | None                                 | 86  | 7.42                       | 5.54 | 1.96*  |
|                        |        | One+                                 | 287 | 8.74                       | 6.08 |        |
|                        | Female | None                                 | 63  | 5.41                       | 5.01 | 1.92   |
|                        |        | One+                                 | 324 | 6.74                       | 5.12 |        |
| Delinquent-<br>related | Male   | None                                 | 218 | 2.22                       | 2.20 | 2.79** |
|                        |        | One+                                 | 155 | 2.89                       | 2.34 |        |
|                        | Female | None                                 | 238 | 1.62                       | 1.46 | 2.45*  |
|                        |        | One+                                 | 149 | 2.02                       | 1.63 |        |
| Withdrawing            | Male   | None                                 | 176 | 5.58                       | 2.93 | 2.50*  |
|                        |        | One+                                 | 197 | 6.33                       | 2.84 |        |
|                        | Female | None                                 | 169 | 4.51                       | 3.15 | 1.76   |
|                        |        | One+                                 | 218 | 5.11                       | 3.51 |        |

\*\* Significant at .01 level.

\* Significant at .05 level.

For those items classified in the delinquent-related behavior category the differences between the means were significant for both sexes. For the aggressive behavior category, the difference between the means for the boys was significant at the .05 level while for the girls the difference between the means just fell short of being significant at the .05 level. In general, these findings are similar to those in which the children's responses were compared with those of their parents in that children show some awareness of how their teachers would like them to change their behavior in terms of what might be considered aggressive or anti-social behavior.

In the analysis of parent-child responses no significant differences occurred in relation to items classified in the withdrawing behavior category. However, in the teacher-child data the difference between the means for the boys is significant at the .05 level and for the girls at the .10 level. This would suggest that both sexes are aware to some extent that their teachers would like them to change those traits classified in the withdrawing behavior category. There is also some indication that either teachers emphasize more than parents the desirability of children overcoming submissive behavior characteristics or both parents and teachers stress changing this type of behavior but teachers are more effective in their communication to children of the desirability of change.

## VII. SUMMARY AND CONCLUSIONS

### PURPOSES

The major purposes of this study were (1) to learn the kinds of behavior problems which children themselves think they have in comparison with those which their parents and teachers think they have and (2) to study the relationship between common behavior difficulties and socio-economic status of the children.

### PRELIMINARY INVESTIGATION

A preliminary investigation was conducted in which information was secured from approximately 200 children from the kindergarten through the junior high school level. The children were asked to tell the ways in which they would like to change their own behavior and the ways in which they thought their mother, father, and teacher would like them to change. In addition, approximately 50 mothers were asked to list the most common behavior difficulties encountered in children of the ages 6 through 14.

From the responses of the children and those of the mothers and from the results obtained by Haggerty (19) and Wickman (46) in their research on the incidence of behavior problems as reported by teachers, a questionnaire was devised for parents consisting of a list of 49 common behavior difficulties. In addition to such information as education of parents, occupation of father, number of siblings, and general adjustment and management of the child, the questionnaire asked the parent to indicate the frequency with which the child showed the 49 common behavior difficulties. A similar questionnaire was devised for teachers, but this one consisted of 42 instead of 49 items, those behavior difficulties that pertained only to the home situation being eliminated.

### FINAL INVESTIGATION

For the final investigation, children attending fifteen Minneapolis public schools were used (one school for which permission to interview children was granted was not used). Questionnaires for parents, accompanied by a letter signed by the school principal, were distributed by teachers and

sent home with the children. Approximately 65 per cent of the questionnaires distributed in the elementary schools and 42 per cent in the junior high schools were completed by parents.

Parents who gave all the information asked for on the questionnaire numbered 3387. It was decided to obtain information from 900 children of this group of parents. These children were selected on the basis of chronological age and socio-economic status. The sample consisted of 50 boys and 50 girls at each chronological age, 6 to 14 inclusive, with a representative socio-economic distribution at each age level.

The 900 children were asked the same questions that were used in the preliminary investigation. Information from 700 children aged 6 to 12 inclusive was secured by means of personal interviews. Information from 200 children aged 13 and 14 was obtained through written answers to the questions.

Although an attempt was made to have teachers complete questionnaires for all the 900 children, information was obtained on only 760 children.

#### ANALYSIS OF DATA

The 49 behavior difficulties were classified by ten judges in one of four categories: aggressive behavior, delinquent-related behavior, withdrawing behavior, and non-compliant behavior in the home situation. Scores were obtained in these categories for the parents', teachers', and children's responses, except that the teachers' replies were not scored for noncompliant behavior in the home situation.

#### FINDINGS

The following results appeared in the analysis of the items classified in the four psychological categories.

##### Aggressive Behavior

1. Sex differences. Both parents and teachers showed boys to be significantly more aggressive than girls at all ages. The children's responses indicated no sex differences between ages 6 and 11 but significant differences between boys and girls at the 12 to 14 age level. Older girls were more concerned than older boys with overcoming aggressive behavior traits.

2. Age differences. The parents' data indicated that

aggressive behavior decreases with chronological age, while the teachers' data showed no age changes. Children in the middle age group (9 to 11) were more concerned with changing their aggressive behavior than the younger group (6 to 8) or the older group (12 to 14).

3. Socio-economic differences. The parents' data showed children of the middle socio-economic group to be less aggressive than children of the upper or lower groups. The teachers' data indicated no socio-economic differences. In the children's responses there was a tendency for those of the middle socio-economic group to be less concerned with overcoming their aggressive behavior traits than children of the other two socio-economic groups.

4. General adjustment and management. Children named as difficult to manage and poorly adjusted by parents and teachers obtained significantly higher aggressive behavior scores than children who were considered easy to manage and were well adjusted.

5. Comparison of children's responses with those of their own parents and teachers. The girls had a better realization than the boys of the aggressive behavior traits assigned them by their parents and teachers.

#### Delinquent-Related Behavior

1. Sex differences. The parents' and teachers' data indicated that boys show significantly more delinquent-related behavior than girls except at the older age level (12 to 14). The children's responses followed a similar pattern, except at the older age level where boys indicated more frequently than girls that their delinquent-related behavior should be changed.

2. Age differences. Both parents and teachers indicated that delinquent-related behavior decreases as children grow older. The children themselves with increasing age also mentioned less frequently that this type of behavior should be changed.

3. Socio-economic differences. The teachers did not indicate that any particular socio-economic group exhibits more delinquent-related behavior than any other. The parents' data, however, showed some marked socio-economic differences. Parents of the middle socio-economic group indicated that their children show the least delinquent-related behavior while parents of the lower socio-economic group gave their children the highest delinquent-related behavior scores.

Socio-economic differences tended to be more pronounced for the boys than for the girls. At the older age level (12 to 14), no socio-economic differences existed for the girls. The children's responses indicated a desire on the part of the children from the low socio-economic group, especially the boys, to change this type of behavior.

4. General adjustment and management. Children who were rated by parents and teachers as poorly adjusted and difficult to manage were given significantly higher delinquent-related behavior scores than children considered well adjusted and easy to manage.

5. Comparison of children's responses with those of their own parents and teachers. Both the boys and the girls were aware of the delinquent-related behavior traits assigned them by their parents and teachers.

### Withdrawing Behavior

1. Sex differences. The teachers indicated that at all age levels boys show more withdrawing behavior than girls. The parents' data were similar except that no sex differences were shown for the younger age group (6 to 8). With all ages combined, the children's responses showed no sex differences. However, younger boys (6 to 8) mentioned more frequently than younger girls that they should change their withdrawing behavior, while the opposite was found in the older age group (12 to 14). Older girls were much more concerned than older boys in overcoming withdrawing behavior traits.

2. Age differences. The teachers showed no relationship between chronological age and withdrawing behavior. According to the parents' data, boys show most withdrawing behavior during the middle age period (9 to 11) and least at the older age level (12 to 14). For the girls, the parents' data showed a decrease in withdrawing behavior with age.

3. Socio-economic status. No relationship was found in the teachers' data between withdrawing behavior and socio-economic status. In the parents' data, however, both boys and girls of the middle socio-economic group were found to have the most withdrawn behavior. There was some tendency for children of the upper socio-economic group to be the least withdrawn. Socio-economic differences tended to persist throughout all age groups.

4. General adjustment and management. Children named as difficult to manage and poorly adjusted by parents and teachers obtained significantly higher withdrawing behavior

scores than children who were considered easy to manage and were well adjusted.

5. Comparison of children's responses with those of their own parents and teachers. The children had a better realization of the withdrawing behavior traits assigned them by their teachers than they did of the withdrawing behavior traits assigned them by their parents.

### Noncompliant Behavior

1. Sex differences. With all ages combined, the parents' data showed boys to be more noncompliant than girls. In the three age groups, boys showed more noncompliant behavior at the younger and middle age levels but no sex difference occurred at the older age level. The children's responses revealed no sex differences.

2. Age differences. For both sexes, the parents felt that children are most noncompliant during the middle age period. Noncompliant behavior scores increased from the younger to middle age period and then decreased at the older age level. The children's responses showed that with increasing age there is an increasing recognition that noncompliant behavior should be changed.

3. Socio-economic differences. No relationship existed in the parents' data between noncompliant behavior and socio-economic status except at the older age level where the middle socio-economic group tended to show less noncompliant behavior than the lower or upper socio-economic groups. In the children's responses, socio-economic differences were in general not significant, although there was a slight tendency for children of the middle socio-economic group to be the least concerned with changing this type of behavior.

4. General adjustment and management. Children who were rated by parents as poorly adjusted and difficult to manage were given significantly higher noncompliant behavior scores than children considered well adjusted and easy to manage.

5. Comparison of children's responses with those of their own parents. The boys had a better realization than the girls of the noncompliant behavior traits assigned them by their parents.

### Other Major Findings

1. There was a high degree of similarity between the

sexes for the kinds of responses given by the children to the four questions.

2. The younger children in their responses were more concerned than the older children in being more obedient, making less noise, and interrupting less. The older children felt that they should spend more time on their schoolwork.

3. The most frequently mentioned response by both sexes to the question of ways in which their own behavior should be changed was that of doing more assigned chores and tasks. A significantly greater number of girls gave this response than boys, however. The response relating to being obedient was the second most frequently mentioned response for both sexes.

4. The boys indicated that they thought their mothers would like them to change their behavior, first, by making less noise and, second, by doing assigned chores and tasks. The girls placed assigned chores and tasks as the most important way that their mothers wanted them to change and quarreling less next.

5. Both sexes agreed that the ways that their fathers would like them to change are, first, to interrupt less and, second, to make less noise.

6. Talking less and doing more schoolwork were the two most frequently mentioned responses for both boys and girls to the question of ways in which their teachers would like them to change.

7. The children's responses to the question of how they would like to change their own behavior were more closely related to how they thought their mothers would like them to change their behavior than to ways in which their fathers or teachers wanted them to change.

#### FINDINGS RELATED TO ORIGINAL HYPOTHESES

From these general findings, the following conclusions can be drawn.

1. Within the home situation, as the child grows older he becomes increasingly aware that he is expected to conform to the rules and regulations laid down by his parents. Outside of the home situation, he also shows a greater realization with age that he should overcome those behavior traits primarily regarded as aggressive and antisocial. The younger child is not too concerned over his submissive or withdrawing behavior traits but as he becomes older he shows a

greater awareness of them and a desire to overcome them. In general, this study lends some support to the hypothesis that young children of the elementary school level are mainly aware of those difficulties characterized by overt and aggressive behavior, and with increasing age become more aware of difficulties of a submissive or withdrawing nature.

2. Most of the findings would support the conclusion that children are, to some extent, aware of how both parents and teachers would like them to change their own behavior and that this awareness increases with age. There is a slight indication that children are more aware of their teachers' desires than their parents' desires to have them overcome their withdrawing behavior traits.

3. The hypothesis that children from the middle socio-economic group are essentially conformists and show fewer overt and aggressive behavior difficulties, but experience more difficulties of a submissive or withdrawing nature than children from the upper and lower socio-economic groups, finds some support from the findings of this study.

#### COMPARISON OF FINDINGS WITH PREVIOUS REPORTS IN THE LITERATURE

Studies in the area of children's behavior difficulties are extensive but have been limited in scope. For the most part, they have been concerned with attitudes of adults toward children's behavior problems or the study of the incidence of specific behavior traits. This investigation has dealt primarily with two factors which have been neglected in previous research: children's awareness of their behavior problems and the relationship of behavior difficulties to socio-economic status.

Although this investigation sought to study broad psychological trends through the grouping of traits, and little emphasis was placed on specific behavior difficulties, the findings in general agree with previous studies. The points of agreement are the following: the incidence of aggressive types of problems is greater for boys than for girls; certain behavior difficulties as reported by parents and teachers increase with chronological age (neglecting schoolwork, avoiding home chores, and the like) while others decrease (disobedience, noisiness, interrupting, and so on); the behavior difficulties most commonly reported by teachers relate to violation of class room and work rules.

Del Solar's (15) investigation is the only other study which has been reported in the literature relating to

children's awareness of their own behavior difficulties. Even though del Solar's sample was small (36 children) some of the results from her interviews with the children were very similar to those found in this investigation. Both studies showed that children's responses to ways their teachers would like them to change center primarily around improvement in academic work and observance of classroom rules. Children's reports in relation to parents showed a recognition of the authority of parents, the assumption of personal responsibility, and the need for improving relationships with siblings.

The findings of this investigation support the class hypothesis of the social anthropological studies by Warner, and those studies patterned after his described in Chapter II of this monograph. Although the approach used by Warner and his followers in the study of class structure differs from the method employed in this investigation the conclusions reached are to some extent similar. The results of this study lend support to the contention of the social anthropologists that behavior patterns are related to social status. The social anthropologists in their studies of community class differences have suggested that behavior standards are most rigid in the middle socio-economic group. This investigation, even though limited to the study of behavior difficulties of children, found evidence to support a class hypothesis.

#### CONTRIBUTIONS OF THIS RESEARCH

This study is the first extensive investigation of children's awareness of their own common behavior difficulties. It has shown that children even in the early elementary school period have a fairly good realization of what their parents and teachers believe to be their behavior problems, but at this age the child's conception of better behavior is practically synonymous with obedience to adults. It is not until the child is in the late elementary school years that he becomes aware of his parents' and teachers' interest in other things about his behavior besides following adult instructions. It is the unusual fifth grader who, when asked how his teacher would like him to change his behavior, would give the answer "By talking more." The child's awareness of submissive traits appears much later than his awareness of aggressive traits.

Although there are certain similarities in the ways in which a child believes adults want him to behave, there are also dissimilarities. The child, in general, feels that the

teacher is concerned with his behavior only in its relationship to an orderly and efficient classroom situation. The father represents primarily a person not to be interfered with. The child conceives of better behavior, in terms of what his father wants, as activities which don't disturb his father, such as not interrupting or meddling and making less noise. To the child, the mother is a person much like the teacher. Whereas the child views the teacher as one who desires an orderly classroom, the child feels the mother wants an efficient and orderly home and wants him to assume household responsibilities, follow instructions promptly and carefully, and get along better with his brothers and sisters.

This investigation is also the first research that has emphasized to any extent the relationship between socio-economic status and common behavior difficulties. It has shown that children from the middle socio-economic group appear to be least aggressive but most submissive, and that children from the upper socio-economic group show behavior traits which seem to be the least restrictive in terms of a growing organism. If submissive behavior is undesirable in children in terms of their future adjustment as adults, the mental health implications of these findings are of utmost importance.

#### PROBLEMS FOR FURTHER RESEARCH

This investigation gave some suggestion that socio-economic differences tend to decrease at the older age level (12 to 14). Further research on still older adolescents would be of value in order to see whether socio-economic differences diminish or still persist.

Further research is needed on behavior patterns of different socio-economic groups within the home. This investigation gave some indication that children from the middle socio-economic group are less aggressive in their behavior and show more withdrawing traits than children of the upper or lower socio-economic groups. This investigation made no attempt to study the relationship of behavior traits to home atmosphere. Baldwin's (4) study, however, found that a high degree of control within the home decreased aggressiveness. He states: "Occurring together, control and lack of democracy produces . . . a quiet, well-behaved, non-resistant child who is at the same time socially unaggressive and restricted in his curiosity . . ." (Pp. 130-31.) Lewin, Lippitt, and White (25) on the other hand believe that there is a tendency for aggressiveness to be found in autocratic

atmospheres. In studying parental dominance and submission, Symonds (38, 39) found that children of dominating parents show more acceptable behavior and are less aggressive and disobedient. Anderson (2) has shown that in the school situation the most aggressive and rebellious pupils are those who are most severely disciplined by their parents.

Radke (31) has pointed out that even though the literature on parent-child relationships presents contradictory results, certain behavior constellations appear especially in homes that are essentially autocratic. She has shown that both aggressive and submissive behavior traits are found in homes with dominating parents.

The results of this investigation and the studies on parent-child relationships would suggest that the atmosphere of the middle socio-economic home is primarily autocratic. Further research is needed, however, before such a statement can be made.

Future research on the awareness of children's behavior difficulties might well have some interesting results if the children's friends were used as an additional source of information. It would be of value to learn the importance of peer pressures upon children's behavior as well as adult pressures.

# APPENDIX A. PARENTS' QUESTIONNAIRE

Confidential — This Sheet Will Not Be Seen by Any Other Person

## INSTITUTE OF CHILD WELFARE UNIVERSITY OF MINNESOTA

Parent's Name: \_\_\_\_\_ Sex: \_\_\_\_\_

Child's First Name: \_\_\_\_\_ Birthday of Child: \_\_\_\_\_ month \_\_\_\_\_ day \_\_\_\_\_ year \_\_\_\_\_

For the MOTHER, underline the highest grade completed in regular day school or college:

Grade 1 2 3 4 5 6 7 8    High School 1 2 3 4    College 1 2 3 4    Graduate 1 2 3 4

For the FATHER, underline the highest grade completed in regular day school or college:

Grade 1 2 3 4 5 6 7 8    High School 1 2 3 4    College 1 2 3 4    Graduate 1 2 3 4

Occupation of Child's Father: \_\_\_\_\_

Does the child have any living brothers or sisters: Yes \_\_\_\_\_ No \_\_\_\_\_

In your opinion, your child's general adjustment is (underline one):

POOR                      FAIR                      AVERAGE                      GOOD                      EXCELLENT

In general, you find the management of your child (underline one):

EASY                      FAIRLY EASY                      AVERAGE                      SLIGHTLY DIFFICULT                      DIFFICULT

### DIRECTIONS

A. The child in "growing up" goes through many stages of behavior. All parents find that their children at some ages behave in ways that are disturbing. Below is a list of ways that children behave that commonly disturb parents.

B. Please read each item carefully. Then in the first column underline the word which best tells how often your child shows this behavior. In the second column indicate whether this behavior disturbs you or not.

| EXAMPLE:                                                                              | <i>How often does child<br/>show behavior?</i> |                  |       | <i>Does it<br/>disturb you?</i> |           |
|---------------------------------------------------------------------------------------|------------------------------------------------|------------------|-------|---------------------------------|-----------|
|                                                                                       | NEVER                                          | <u>SOMETIMES</u> | OFTEN | YES                             | <u>NO</u> |
| X. Objects to washing behind the ears.....                                            | NEVER                                          | <u>SOMETIMES</u> | OFTEN | YES                             | <u>NO</u> |
| <hr/>                                                                                 |                                                |                  |       |                                 |           |
|                                                                                       | <i>How often does child<br/>show behavior?</i> |                  |       | <i>Does it<br/>disturb you?</i> |           |
|                                                                                       | NEVER                                          | <u>SOMETIMES</u> | OFTEN | YES                             | <u>NO</u> |
| 1. Takes articles belonging to others.....                                            | NEVER                                          | <u>SOMETIMES</u> | OFTEN | YES                             | <u>NO</u> |
| 2. Shy — bashful; hesitates to make friends,<br>quiet .....                           | NEVER                                          | <u>SOMETIMES</u> | OFTEN | YES                             | <u>NO</u> |
| 3. Argumentative — argues; doesn't take "no"<br>for an answer.....                    | NEVER                                          | <u>SOMETIMES</u> | OFTEN | YES                             | <u>NO</u> |
| 4. Inquisitive — asks many questions.....                                             | NEVER                                          | <u>SOMETIMES</u> | OFTEN | YES                             | <u>NO</u> |
| 5. Untidy — leaves things in disorder; does not<br>pick up .....                      | NEVER                                          | <u>SOMETIMES</u> | OFTEN | YES                             | <u>NO</u> |
| 6. Worries about things; sensitive.....                                               | NEVER                                          | <u>SOMETIMES</u> | OFTEN | YES                             | <u>NO</u> |
| 7. Untruthful — lies when something is done<br>which might result in punishment.....  | NEVER                                          | <u>SOMETIMES</u> | OFTEN | YES                             | <u>NO</u> |
| 8. Unsocial behavior — prefers to be alone and<br>play alone.....                     | NEVER                                          | <u>SOMETIMES</u> | OFTEN | YES                             | <u>NO</u> |
| 9. Teasing — irritates others by words or action                                      | NEVER                                          | <u>SOMETIMES</u> | OFTEN | YES                             | <u>NO</u> |
| 10. Fearful — frightened easily and has fears.....                                    | NEVER                                          | <u>SOMETIMES</u> | OFTEN | YES                             | <u>NO</u> |
| 11. Disobedient — doesn't do what is told or dis-<br>obeys rules or instructions..... | NEVER                                          | <u>SOMETIMES</u> | OFTEN | YES                             | <u>NO</u> |
| 12. Meddles with or uses other people's equipment<br>and belongings.....              | NEVER                                          | <u>SOMETIMES</u> | OFTEN | YES                             | <u>NO</u> |
| 13. Noisy — disturbs others by noise or activity...                                   | NEVER                                          | <u>SOMETIMES</u> | OFTEN | YES                             | <u>NO</u> |
| 14. Neglects school work — lack of interest in<br>studies .....                       | NEVER                                          | <u>SOMETIMES</u> | OFTEN | YES                             | <u>NO</u> |

(over)

|                                                                                                      | <i>How often does child<br/>show behavior?</i> |           |       | <i>Does it<br/>disturb you?</i> |    |
|------------------------------------------------------------------------------------------------------|------------------------------------------------|-----------|-------|---------------------------------|----|
| 15. Unnecessary talking — talks where silence is required.....                                       | NEVER                                          | SOMETIMES | OFTEN | YES                             | NO |
| 16. Resents criticisms or interference from others.....                                              | NEVER                                          | SOMETIMES | OFTEN | YES                             | NO |
| 17. Critical of others — finds fault with people and things.....                                     | NEVER                                          | SOMETIMES | OFTEN | YES                             | NO |
| 18. Undue interest in the opposite sex.....                                                          | NEVER                                          | SOMETIMES | OFTEN | YES                             | NO |
| 19. Destructive — purposely destroys various kinds of things.....                                    | NEVER                                          | SOMETIMES | OFTEN | YES                             | NO |
| 20. Smoking.....                                                                                     | NEVER                                          | SOMETIMES | OFTEN | YES                             | NO |
| 21. Nervous — fidgets; nervous habits such as biting finger nails, etc.....                          | NEVER                                          | SOMETIMES | OFTEN | YES                             | NO |
| 22. Disorderly — disturbs others with boisterous, disorderly conduct.....                            | NEVER                                          | SOMETIMES | OFTEN | YES                             | NO |
| 23. Dallies; late for meals, bed, school, etc.; delays in carrying out requests or instructions..... | NEVER                                          | SOMETIMES | OFTEN | YES                             | NO |
| 24. Anger outbursts — when thwarted, shows bad temper.....                                           | NEVER                                          | SOMETIMES | OFTEN | YES                             | NO |
| 25. Fights — hits and fights with companions.....                                                    | NEVER                                          | SOMETIMES | OFTEN | YES                             | NO |
| 26. Sloppy in appearance — dress or posture.....                                                     | NEVER                                          | SOMETIMES | OFTEN | YES                             | NO |
| 27. Impudent — rude and sassy when spoken to.....                                                    | NEVER                                          | SOMETIMES | OFTEN | YES                             | NO |
| 28. Quarrels with brother, sister or companions.....                                                 | NEVER                                          | SOMETIMES | OFTEN | YES                             | NO |
| 29. Interrupts — whoever is speaking or someone who is busy.....                                     | NEVER                                          | SOMETIMES | OFTEN | YES                             | NO |
| 30. Selfish — dislikes to share things with others.....                                              | NEVER                                          | SOMETIMES | OFTEN | YES                             | NO |
| 31. Careless and forgetful — doesn't complete a thing or doesn't do it well; unreliable.....         | NEVER                                          | SOMETIMES | OFTEN | YES                             | NO |
| 32. Cowardly — afraid to climb, fight or do things resulting in physical harm.....                   | NEVER                                          | SOMETIMES | OFTEN | YES                             | NO |
| 33. Easily discouraged — gives up if slight obstacle is met.....                                     | NEVER                                          | SOMETIMES | OFTEN | YES                             | NO |
| 34. Silly behavior; fooling around; giggling.....                                                    | NEVER                                          | SOMETIMES | OFTEN | YES                             | NO |
| 35. Inattentive — doesn't listen when someone is speaking.....                                       | NEVER                                          | SOMETIMES | OFTEN | YES                             | NO |
| 36. Swearing.....                                                                                    | NEVER                                          | SOMETIMES | OFTEN | YES                             | NO |
| 37. Domineering — bossy and domineering with companions.....                                         | NEVER                                          | SOMETIMES | OFTEN | YES                             | NO |
| 38. Remains away from home for considerable lengths of time; runs around.....                        | NEVER                                          | SOMETIMES | OFTEN | YES                             | NO |
| 39. Avoiding or not doing assigned chores or tasks at home.....                                      | NEVER                                          | SOMETIMES | OFTEN | YES                             | NO |
| 40. Poor manners — at table or in other situations.....                                              | NEVER                                          | SOMETIMES | OFTEN | YES                             | NO |
| 41. Suggestible — easily led by others.....                                                          | NEVER                                          | SOMETIMES | OFTEN | YES                             | NO |
| 42. Demands — new toys, money, clothes, other possessions.....                                       | NEVER                                          | SOMETIMES | OFTEN | YES                             | NO |
| 43. Stays up late.....                                                                               | NEVER                                          | SOMETIMES | OFTEN | YES                             | NO |
| 44. Eating difficulties — overeats; eating between meals; dislike for various foods, etc.....        | NEVER                                          | SOMETIMES | OFTEN | YES                             | NO |
| 45. Spends unnecessary time listening to the radio.....                                              | NEVER                                          | SOMETIMES | OFTEN | YES                             | NO |
| 46. Unnecessary talking on the telephone.....                                                        | NEVER                                          | SOMETIMES | OFTEN | YES                             | NO |
| 47. Requests use of family car.....                                                                  | NEVER                                          | SOMETIMES | OFTEN | YES                             | NO |
| 48. Spends unnecessary time watching television.....                                                 | NEVER                                          | SOMETIMES | OFTEN | YES                             | NO |
| 49. Spends money unwisely.....                                                                       | NEVER                                          | SOMETIMES | OFTEN | YES                             | NO |

# APPENDIX B.

## TEACHERS' QUESTIONNAIRE

Confidential — This Sheet Will Not Be Seen by Any Other Person

### INSTITUTE OF CHILD WELFARE UNIVERSITY OF MINNESOTA

Child's Name: \_\_\_\_\_

In connection with a study sponsored by the Institute of Child Welfare, University of Minnesota, on behavior difficulties of children, information is requested for the above-named child. Please complete the following form to the best of your ability.

In your opinion, this child's general adjustment is (underline one):

POOR FAIR AVERAGE GOOD EXCELLENT

In general, you find the management of this child (underline one):

EASY FAIRLY EASY AVERAGE SLIGHTLY DIFFICULT DIFFICULT

#### DIRECTIONS

A. The child in "growing up" goes through many stages of behavior. All teachers find that their children at some ages behave in ways that are disturbing. Below is a list of ways that children behave that commonly disturb teachers.

B. Please read each item carefully. Then in the first column underline the word which best tells how often this child shows this behavior. In the second column indicate whether this behavior disturbs you or not.

| EXAMPLE:                                                                              | How often does child<br>show behavior? |                  |       | Does it<br>disturb you? |           |
|---------------------------------------------------------------------------------------|----------------------------------------|------------------|-------|-------------------------|-----------|
|                                                                                       | NEVER                                  | <u>SOMETIMES</u> | OFTEN | YES                     | <u>NO</u> |
| X. Throws spitballs. ....                                                             | NEVER                                  | <u>SOMETIMES</u> | OFTEN | YES                     | <u>NO</u> |
|                                                                                       | How often does child<br>show behavior? |                  |       | Does it<br>disturb you? |           |
|                                                                                       | NEVER                                  | SOMETIMES        | OFTEN | YES                     | NO        |
| 1. Takes articles belonging to others.....                                            | NEVER                                  | SOMETIMES        | OFTEN | YES                     | NO        |
| 2. Shy — bashful; hesitates to make friends,<br>quiet .....                           | NEVER                                  | SOMETIMES        | OFTEN | YES                     | NO        |
| 3. Argumentative — argues; doesn't take "no"<br>for an answer.....                    | NEVER                                  | SOMETIMES        | OFTEN | YES                     | NO        |
| 4. Inquisitive — asks many questions.....                                             | NEVER                                  | SOMETIMES        | OFTEN | YES                     | NO        |
| 5. Untidy — leaves things in disorder; does not<br>pick up .....                      | NEVER                                  | SOMETIMES        | OFTEN | YES                     | NO        |
| 6. Worries about things; sensitive.....                                               | NEVER                                  | SOMETIMES        | OFTEN | YES                     | NO        |
| 7. Untruthful — lies when something is done<br>which might result in punishment.....  | NEVER                                  | SOMETIMES        | OFTEN | YES                     | NO        |
| 8. Unsocial behavior — prefers to be alone and<br>play alone.....                     | NEVER                                  | SOMETIMES        | OFTEN | YES                     | NO        |
| 9. Teasing — irritates others by words or action                                      | NEVER                                  | SOMETIMES        | OFTEN | YES                     | NO        |
| 10. Fearful — frightened easily and has fears.....                                    | NEVER                                  | SOMETIMES        | OFTEN | YES                     | NO        |
| 11. Disobedient — doesn't do what is told or dis-<br>obeys rules or instructions..... | NEVER                                  | SOMETIMES        | OFTEN | YES                     | NO        |
| 12. Meddles with or uses other people's equipment<br>and belongings.....              | NEVER                                  | SOMETIMES        | OFTEN | YES                     | NO        |
| 13. Noisy — disturbs others by noise or activity....                                  | NEVER                                  | SOMETIMES        | OFTEN | YES                     | NO        |
| 14. Neglects school work — lack of interest in<br>studies .....                       | NEVER                                  | SOMETIMES        | OFTEN | YES                     | NO        |
| 15. Unnecessary talking — talks where silence is<br>required .....                    | NEVER                                  | SOMETIMES        | OFTEN | YES                     | NO        |
| 16. Resents criticisms or interference from others                                    | NEVER                                  | SOMETIMES        | OFTEN | YES                     | NO        |
| 17. Critical of others — finds fault with people<br>and things .....                  | NEVER                                  | SOMETIMES        | OFTEN | YES                     | NO        |
| 18. Undue interest in the opposite sex.....                                           | NEVER                                  | SOMETIMES        | OFTEN | YES                     | NO        |
| 19. Destructive — purposely destroys various<br>kinds of things.....                  | NEVER                                  | SOMETIMES        | OFTEN | YES                     | NO        |

(over)

|                                                                                                 | <i>How often does child<br/>show behavior?</i> |           |       | <i>Does it<br/>disturb you?</i> |    |
|-------------------------------------------------------------------------------------------------|------------------------------------------------|-----------|-------|---------------------------------|----|
| 20. Smoking .....                                                                               | NEVER                                          | SOMETIMES | OFTEN | YES                             | NO |
| 21. Nervous — fidgets; nervous habits such as<br>biting finger nails, etc.....                  | NEVER                                          | SOMETIMES | OFTEN | YES                             | NO |
| 22. Disorderly — disturbs others with boisterous,<br>disorderly conduct.....                    | NEVER                                          | SOMETIMES | OFTEN | YES                             | NO |
| 23. Dallies; late for school, etc.; delays in carry-<br>ing out requests or instructions.....   | NEVER                                          | SOMETIMES | OFTEN | YES                             | NO |
| 24. Anger outbursts — when thwarted, shows bad<br>temper .....                                  | NEVER                                          | SOMETIMES | OFTEN | YES                             | NO |
| 25. Fights — hits and fights with companions.....                                               | NEVER                                          | SOMETIMES | OFTEN | YES                             | NO |
| 26. Sloppy in appearance — dress or posture.....                                                | NEVER                                          | SOMETIMES | OFTEN | YES                             | NO |
| 27. Impudent — rude and sassy when spoken to....                                                | NEVER                                          | SOMETIMES | OFTEN | YES                             | NO |
| 28. Quarrels with companions.....                                                               | NEVER                                          | SOMETIMES | OFTEN | YES                             | NO |
| 29. Interrupts — whoever is speaking or someone<br>who is busy.....                             | NEVER                                          | SOMETIMES | OFTEN | YES                             | NO |
| 30. Selfish — dislikes to share things with others                                              | NEVER                                          | SOMETIMES | OFTEN | YES                             | NO |
| 31. Careless and forgetful — doesn't complete a<br>thing or doesn't do it well; unreliable..... | NEVER                                          | SOMETIMES | OFTEN | YES                             | NO |
| 32. Cowardly — afraid to climb, fight or do things<br>resulting in physical harm.....           | NEVER                                          | SOMETIMES | OFTEN | YES                             | NO |
| 33. Easily discouraged — gives up if slight ob-<br>stacle is met.....                           | NEVER                                          | SOMETIMES | OFTEN | YES                             | NO |
| 34. Silly behavior; fooling around; giggling.....                                               | NEVER                                          | SOMETIMES | OFTEN | YES                             | NO |
| 35. Inattentive — doesn't listen when someone is<br>speaking .....                              | NEVER                                          | SOMETIMES | OFTEN | YES                             | NO |
| 36. Swearing .....                                                                              | NEVER                                          | SOMETIMES | OFTEN | YES                             | NO |
| 37. Domineering — bossy and domineering with<br>companions .....                                | NEVER                                          | SOMETIMES | OFTEN | YES                             | NO |
| 38. Truancy .....                                                                               | NEVER                                          | SOMETIMES | OFTEN | YES                             | NO |
| 39. Avoiding or not doing assigned chores or tasks<br>at school.....                            | NEVER                                          | SOMETIMES | OFTEN | YES                             | NO |
| 40. Poor manners.....                                                                           | NEVER                                          | SOMETIMES | OFTEN | YES                             | NO |
| 41. Suggestible — easily led by others.....                                                     | NEVER                                          | SOMETIMES | OFTEN | YES                             | NO |
| 42. Demands — makes many demands and unnec-<br>essary requests .....                            | NEVER                                          | SOMETIMES | OFTEN | YES                             | NO |

## APPENDIX C. LETTER TO PARENTS

February 13, 1950

To Parents of Calhoun School Children:

We are asking your cooperation and help for a study that is being made in sixteen of the Minneapolis Public Schools.

This study is sponsored by the Institute of Child Welfare at the University of Minnesota. Its purpose is to obtain a better understanding of common behavior difficulties of children as seen by parents, teachers, and children themselves. The child in his normal process of "growing up" goes through many stages of behavior. Parents often remark to one another that their child is in the "giggling stage," "bossing stage," or some other stage. One of the main purposes of this study is to find out what the common difficulties are for children of different ages. It is hoped that this study will provide a better understanding of the everyday difficulties of children.

If you are willing to help in this study, will you please fill out the enclosed questionnaire, put it in the envelope, seal it and have your child return it to school by Friday of this week.

All information given in this questionnaire will be kept strictly confidential.

We thank you for your cooperation.

Rebecca Bergman  
Principal, Calhoun School

## APPENDIX D. INSTRUCTIONS TO RATERS

To the Rater:

The Behavior Inventory lists 49 common behavior difficulties of children. Please assign to each behavior item only one of the four letters: A, D, W, and N. Although you might feel that certain behavior items might be assigned more than one letter, choose that letter which describes the item most clearly for children between the ages of 6 to 14.

A—Aggressive Behavior: antagonistic personality traits.

D—Delinquent-Related Behavior: behavior primarily antisocial; behavior which when frequently engaged in might be associated with delinquency.

W—Withdrawing Behavior: submissive behavior; unsocial behavior; recessive personality traits.

N—Noncompliant Behavior in the Home: behavior defying home standards and rules.

## APPENDIX E. RATINGS OF JUDGES

**Legend:**

A—aggressive behavior  
W—withdrawing behavior  
N—noncompliant behavior in the home  
D—delinquent-related behavior

| Item                                                                              | Rater |   |   |   |   |   |   |   |   |    |
|-----------------------------------------------------------------------------------|-------|---|---|---|---|---|---|---|---|----|
|                                                                                   | 1     | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 1. Takes articles belonging to others. . . . .                                    | D     | D | N | D | D | A | D | D | D | D  |
| 2. Shy—bashful; hesitates to make friends, quiet . . . .                          | W     | W | W | W | W | W | W | W | W | W  |
| 3. Argumentative—argues; doesn't take "no" for an answer. . . . .                 | A     | A | A | N | A | A | N | A | A | A  |
| 4. Inquisitive—asks many questions . . . . .                                      | N     | A | A | A | A | A | A | A | A | A  |
| 5. Untidy—leaves things in disorder; does not pick up. . .                        | N     | N | N | N | N | N | N | N | N | N  |
| 6. Worries about things; sensitive. . . . .                                       | W     | W | W | W | W | W | W | W | W | W  |
| 7. Untruthful—lies when something is done which might result in punishment. . . . | D     | D | D | D | D | W | D | W | D | D  |
| 8. Unsocial behavior—prefers to be alone and play alone. .                        | W     | W | W | W | W | W | W | W | W | W  |
| 9. Teasing—irritates others by words or action. . . . .                           | A     | A | N | A | A | A | N | A | A | A  |
| 10. Fearful—frightened easily and has fears . . . . .                             | W     | W | W | W | W | W | W | W | W | W  |
| 11. Disobedient—doesn't do what is told or disobeys rules or instructions . . .   | A     | D | D | D | A | D | D | D | D | D  |
| 12. Meddles with or uses other people's equipment and belongings. . . . .         | A     | N | A | A | A | A | A | A | A | N  |
| 13. Noisy—disturbs others by noise or activity . . . . .                          | A     | A | A | A | A | A | A | A | A | A  |

| Item                                                                                                     | Rater |   |   |   |   |   |   |   |   |    |
|----------------------------------------------------------------------------------------------------------|-------|---|---|---|---|---|---|---|---|----|
|                                                                                                          | 1     | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 14. Neglects schoolwork—lack of interest in studies. . .                                                 | N     | W | N | W | N | W | W | W | W | N  |
| 15. Unnecessary talking—talks where silence is required .                                                | A     | A | A | A | A | A | A | A | A | A  |
| 16. Resents criticisms or interference from others. . .                                                  | A     | A | A | W | A | A | A | A | W | A  |
| 17. Critical of others—finds fault with people and things                                                | A     | A | A | W | A | A | A | A | W | A  |
| 18. Undue interest in the opposite sex. . . . .                                                          | D     | D | D | D | A | D | D | D | A | D  |
| 19. Destructive—purposely destroys various kinds of things. . . . .                                      | D     | D | D | A | D | D | D | D | A | D  |
| 20. Smoking . . . . .                                                                                    | D     | N | D | D | D | N | D | D | N | N  |
| 21. Nervous—fidgets; nervous habits such as biting fingernails, etc. . . . .                             | W     | W | A | W | W | W | W | W | W | W  |
| 22. Disorderly—disturbs others with boisterous, disorderly conduct . . . . .                             | A     | D | A | A | A | A | A | A | A | A  |
| 23. Dallies; late for meals, bed, school, etc.; delays in carrying out requests or instructions. . . . . | N     | N | N | W | N | N | N | N | W | N  |
| 24. Anger outbursts—when thwarted, shows bad temper.                                                     | A     | A | A | W | A | A | A | A | W | A  |
| 25. Fights—hits and fights with companions . . . . .                                                     | A     | A | A | A | D | A | A | A | A | A  |
| 26. Sloppy in appearance—dress or posture. . . . .                                                       | N     | N | N | N | N | N | N | N | N | N  |
| 27. Impudent—rude and sassy when spoken to. . . . .                                                      | A     | A | A | A | A | A | A | A | A | A  |
| 28. Quarrels with brother, sister, or companions. . . . .                                                | A     | A | A | N | A | A | A | A | N | A  |
| 29. Interrupts—whoever is speaking or someone who is busy. . . . .                                       | A     | A | A | N | A | A | A | A | N | A  |
| 30. Selfish—dislikes to share things with others. . . . .                                                | N     | N | W | W | N | N | N | N | W | N  |
| 31. Careless and forgetful—doesn't complete a thing or doesn't do it well; unreliable. . . . .           | N     | N | N | W | N | N | N | N | W | N  |
| 32. Cowardly—afraid to climb, fight, or do things resulting in physical harm. . . .                      | W     | W | W | W | W | W | W | W | W | W  |

| Item                                                                                             | Rater |   |   |   |   |   |   |   |   |    |
|--------------------------------------------------------------------------------------------------|-------|---|---|---|---|---|---|---|---|----|
|                                                                                                  | 1     | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 33. Easily discouraged—gives up if slight obstacle is met . . . . .                              | W     | W | W | W | W | W | W | W | W | W  |
| 34. Silly behavior; fooling around; giggling. . . . .                                            | N     | A | N | N | N | A | N | N | N | N  |
| 35. Inattentive—doesn't listen when someone is speaking. .                                       | W     | W | W | W | N | W | W | N | W | W  |
| 36. Swearing. . . . .                                                                            | D     | D | D | A | D | D | D | D | A | D  |
| 37. Domineering—bossy and domineering with companions. .                                         | A     | A | A | A | A | A | A | A | A | A  |
| 38. Remains away from home for considerable lengths of time; runs around . . . . .               | D     | D | D | N | D | D | D | D | A | D  |
| 39. Avoiding or not doing assigned chores or tasks at home. . . . .                              | N     | N | N | N | N | N | N | N | N | N  |
| 40. Poor manners—at table or in other situations . . . . .                                       | N     | N | N | N | N | N | N | N | N | N  |
| 41. Suggestible—easily led by others. . . . .                                                    | W     | W | W | N | W | N | W | W | W | W  |
| 42. Demands—new toys, money, clothes, other possessions. .                                       | A     | A | A | A | A | A | A | A | A | A  |
| 43. Stays up late . . . . .                                                                      | N     | N | A | N | A | N | A | D | N | N  |
| 44. Eating difficulties—over-eats; eating between meals; dislike for various foods, etc. . . . . | N     | N | N | W | N | N | N | N | W | N  |
| 45. Spends unnecessary time listening to the radio. . .                                          | N     | N | N | W | N | N | N | N | W | N  |
| 46. Unnecessary talking on the telephone . . . . .                                               | N     | N | N | N | N | N | N | N | N | N  |
| 47. Requests use of family car. .                                                                | N     | N | N | N | N | N | N | N | N | N  |
| 48. Spends unnecessary time watching television . . .                                            | N     | N | N | W | N | N | N | N | W | N  |
| 49. Spends money unwisely . . .                                                                  | N     | A | N | N | N | N | N | N | N | N  |

## APPENDIX F. PSYCHOLOGICAL GROUPINGS OF BEHAVIOR ITEMS

Items in More Than One Group Are Starred

### AGGRESSIVE BEHAVIOR

Argumentative  
Inquisitive  
Teasing  
Meddles  
Noisy  
Unnecessary talking  
Resents criticisms  
Critical of others  
Disorderly  
Anger outbursts  
Impudent  
Quarrels with companions  
Interrupts  
Domineering  
Demanding

### NONCOMPLIANCE IN HOME

Untidy  
\*Neglects schoolwork  
\*Smoking  
Dallies  
Sloppy in appearance  
\*Selfish  
Careless and forgetful  
Silly behavior  
\*Remains away from home long  
time  
Avoiding assigned chores  
Poor manners  
Stays up late  
Eating difficulties  
Unnecessary time at radio  
Unnecessary time on  
telephone  
Requests use of family car  
Spends unnecessary time at  
television  
Spends money unwisely

### DELINQUENT-RELATED BEHAVIOR

Takes articles belonging to  
others  
Untruthful  
Disobedient  
Undue interest in opposite  
sex  
Destructive  
\*Smoking  
\*Fighting  
Swearing  
\*Remains away from home long  
time

### WITHDRAWING BEHAVIOR

Shy  
Worries about things  
Unsocial behavior  
Fearful  
\*Neglects schoolwork  
Nervous  
\*Selfish  
Cowardly  
Easily discouraged  
Inattentive  
Suggestible

# APPENDIX G. PERCENTAGE OF PARENTS INDICATING CHILD SHOWS PARTICULAR BEHAVIOR EITHER "SOMETIMES" OR "OFTEN"

|                                            | MALES      |              |           | FEMALES    |              |           |
|--------------------------------------------|------------|--------------|-----------|------------|--------------|-----------|
|                                            | HIGH<br>SE | MIDDLE<br>SE | LOW<br>SE | HIGH<br>SE | MIDDLE<br>SE | LOW<br>SE |
| <b>Aggressive behavior</b>                 |            |              |           |            |              |           |
| Argumentative. . . . .                     | 88.6       | 84.1         | 87.9      | 88.0       | 84.3         | 78.7      |
| Inquisitive. . . . .                       | 97.4       | 93.2         | 92.8      | 97.2       | 94.6         | 92.3      |
| Teasing. . . . .                           | 86.9       | 86.9         | 84.6      | 80.2       | 74.9         | 78.6      |
| Meddles. . . . .                           | 50.3       | 48.6         | 54.2      | 41.4       | 38.5         | 36.4      |
| Noisy. . . . .                             | 78.7       | 68.4         | 79.3      | 66.4       | 59.5         | 67.4      |
| Unnecessary talking. . . . .               | 76.7       | 80.1         | 81.5      | 76.9       | 76.3         | 75.4      |
| Resents criticisms. . . . .                | 81.5       | 81.0         | 74.0      | 80.6       | 76.0         | 73.1      |
| Critical of others. . . . .                | 49.5       | 56.3         | 47.8      | 66.1       | 61.3         | 54.9      |
| Disorderly. . . . .                        | 59.3       | 52.7         | 61.2      | 33.4       | 27.8         | 38.9      |
| Anger outbursts. . . . .                   | 80.2       | 72.3         | 77.9      | 69.0       | 63.4         | 69.7      |
| Impudent. . . . .                          | 56.1       | 49.5         | 58.3      | 50.6       | 52.8         | 54.0      |
| Quarrels. . . . .                          | 91.3       | 91.9         | 92.3      | 89.1       | 89.4         | 90.3      |
| Interrupts. . . . .                        | 82.1       | 72.6         | 80.5      | 82.3       | 79.8         | 73.9      |
| Domineering. . . . .                       | 54.2       | 56.3         | 56.1      | 65.2       | 63.1         | 61.5      |
| Demanding. . . . .                         | 47.9       | 45.7         | 45.3      | 43.1       | 41.8         | 40.5      |
| <b>Delinquent-related behavior</b>         |            |              |           |            |              |           |
| Takes articles. . . . .                    | 31.0       | 25.4         | 38.7      | 16.4       | 15.1         | 22.8      |
| Untruthful. . . . .                        | 41.5       | 46.8         | 56.7      | 37.0       | 40.4         | 46.6      |
| Disobedient. . . . .                       | 83.4       | 74.1         | 84.9      | 73.2       | 67.0         | 75.3      |
| Undue interest in<br>opposite sex. . . . . | 15.8       | 16.9         | 27.3      | 16.4       | 17.3         | 26.8      |
| Destructive. . . . .                       | 22.1       | 17.9         | 26.4      | 10.5       | 6.3          | 12.8      |
| Smoking. . . . .                           | 1.8        | 3.5          | 2.5       | .4         | .5           | 1.1       |
| Fighting. . . . .                          | 65.0       | 60.8         | 70.3      | 40.5       | 33.7         | 49.4      |
| Swearing. . . . .                          | 24.7       | 26.9         | 33.9      | 6.4        | 8.3          | 17.6      |
| Remains away from home                     | 11.5       | 18.3         | 25.4      | 4.5        | 11.3         | 16.8      |
| <b>Withdrawing behavior</b>                |            |              |           |            |              |           |
| Shy. . . . .                               | 43.4       | 47.8         | 45.5      | 52.8       | 57.9         | 56.0      |
| Worries. . . . .                           | 79.3       | 73.8         | 69.8      | 85.3       | 77.8         | 71.9      |
| Unsocial. . . . .                          | 22.3       | 33.4         | 26.4      | 24.8       | 29.1         | 27.0      |
| Fearful. . . . .                           | 37.9       | 49.6         | 45.4      | 51.2       | 54.4         | 51.9      |
| Neglects schoolwork. . . . .               | 38.1       | 49.0         | 43.8      | 16.9       | 26.4         | 26.8      |
| Nervous. . . . .                           | 59.3       | 52.8         | 53.0      | 48.1       | 56.5         | 49.4      |
| Selfish. . . . .                           | 41.3       | 48.7         | 35.5      | 36.3       | 40.2         | 35.9      |
| Cowardly. . . . .                          | 34.7       | 28.9         | 29.0      | 31.5       | 31.9         | 34.0      |
| Easily discouraged. . . . .                | 59.4       | 64.0         | 61.5      | 50.3       | 54.1         | 59.7      |
| Inattentive. . . . .                       | 72.3       | 74.5         | 74.8      | 64.3       | 63.9         | 63.1      |
| Suggestive. . . . .                        | 67.1       | 66.7         | 67.8      | 60.1       | 61.3         | 62.5      |

|                                               | MALES      |              |           | FEMALES    |              |           |
|-----------------------------------------------|------------|--------------|-----------|------------|--------------|-----------|
|                                               | HIGH<br>SE | MIDDLE<br>SE | LOW<br>SE | HIGH<br>SE | MIDDLE<br>SE | LOW<br>SE |
| Noncompliant behavior                         |            |              |           |            |              |           |
| Untidy . . . . .                              | 95.3       | 89.7         | 91.8      | 92.9       | 81.0         | 87.4      |
| Neglects schoolwork. . .                      | 38.1       | 49.0         | 43.8      | 16.9       | 26.4         | 26.8      |
| Smoking. . . . .                              | 1.8        | 3.5          | 2.5       | .4         | .5           | 1.1       |
| Dallies. . . . .                              | 80.6       | 79.7         | 71.7      | 80.3       | 73.9         | 70.6      |
| Sloppy . . . . .                              | 58.9       | 55.9         | 52.6      | 28.9       | 33.9         | 35.8      |
| Selfish. . . . .                              | 41.3       | 48.7         | 35.5      | 36.3       | 40.2         | 35.9      |
| Careless . . . . .                            | 61.7       | 59.8         | 58.6      | 46.4       | 51.4         | 53.2      |
| Silly behavior . . . . .                      | 82.5       | 77.9         | 76.1      | 70.4       | 76.7         | 75.7      |
| Remains away from home                        | 11.5       | 18.3         | 25.4      | 4.5        | 11.3         | 16.8      |
| Avoiding chores. . . . .                      | 76.7       | 69.4         | 64.9      | 74.3       | 70.6         | 66.1      |
| Poor manners . . . . .                        | 71.2       | 67.9         | 60.3      | 59.8       | 54.8         | 50.0      |
| Stays up late. . . . .                        | 52.0       | 51.5         | 49.5      | 45.4       | 52.3         | 53.9      |
| Eating difficulties. . .                      | 59.4       | 65.6         | 66.3      | 64.8       | 67.8         | 70.4      |
| Unnecessary time at<br>radio. . . . .         | 50.0       | 42.7         | 35.0      | 41.2       | 40.8         | 36.6      |
| Unnecessary time on<br>telephone. . . . .     | 7.7        | 13.3         | 11.6      | 20.4       | 27.8         | 29.9      |
| Request use of family<br>car. . . . .         | 2.6        | .7           | .4        | .3         | .1           | .7        |
| Spends unnecessary<br>time at television. . . | 14.9       | 17.3         | 12.9      | 15.5       | 13.9         | 12.4      |
| Spends money unwisely.                        | 49.7       | 46.9         | 45.8      | 40.5       | 41.2         | 44.1      |

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## INDEX

- Adjustment of children: correlation with management, 42, 56; differences in, 44, 57; correlation of parents' and teachers' ratings, 58, 59
- Aggressive behavior: mean scores, 22, 47, 74, 75; age and sex differences, 23, 48, 75, 76, 92; and socio-economic status, 23-27, 48, 49, 76-78, 93; specific traits, 26
- Anderson, J. E., 10
- Baldwin, A. L., 99
- Behavior, perception of children's: by self, 64, 65; by mother, 65, 66; by father, 66, 67; by teachers, 67, 68
- Behavior difficulties, previous studies: incidence, 5, 6; teachers' attitudes, 5-8; aggressive behavior, 5-8, 12, 17; withdrawing behavior, 5-8, 12, 17; parents' attitudes, 6-8; sex differences, 6, 7; children's attitudes, 7-9; delinquent behavior, 7, 17
- Centers, R., 9
- Children's responses: number, 60, 61; most frequent, 61; age and sex differences, 61-63; comparison among questions, 68-74; comparison with parents' responses, 86, 88; comparison with teachers' responses, 89, 90
- Classifying responses, 17, 18, 106-10
- Davis, A., 10, 11
- Davis, Edith A., 5, 7, 17
- Delinquent-related behavior: mean scores, 27, 50, 51, 78; age and sex differences, 27, 28, 50, 51, 79, 93; and socio-economic status, 28-32, 52, 53, 79-81, 93; specific traits, 31
- Del Solar, Charlotte, 3, 7-9, 65, 68, 97, 98
- Haggerty, M. E., 5, 13, 91
- Havighurst, R. J., 10, 11
- Hollingshead, A. B., 11
- Hurlock, Elizabeth B., 6
- Hypotheses: Warner's social class, 9; present investigation, 12, 24, 48, 96-98
- Interviews with children: questions, 12, 13; procedure, 16, 17
- Jersild, A. T., 7, 8
- Jones, V., 30
- Lewin, K., 99
- Lippitt, R., 99
- Long, Alma, 6
- McDonald, L. C., 6
- McGinnis, Esther, 5, 7, 17
- Management of children: correlation with adjustment, 42, 56; differences in, 45, 58; correlation of parents' and teachers' ratings, 58, 59

- Noncompliant behavior: mean scores, 38, 84, 85; age and sex differences, 38, 39, 84-86, 95; and socio-economic status, 40-42, 86, 87, 95; specific traits, 43
- Olson, W. C., 27
- Parents' responses: number, 19-21; scoring, 21, 22; analysis, 22-45
- Questionnaires: development, 12-14; tabulation, 15, 21, 22; parents', 101, 102; teachers', 103, 104
- Radke, Marian J., 3, 100
- Rundquist, E. A., 27
- Socio-economic status: earlier studies and relation to behavior difficulties, 10, 11; determination of, 15; of subjects, 15, 16, 19-21; and aggressive behavior, 23-27, 48, 49, 76-78, 93; and delinquent-related behavior, 28-32, 52-53, 79-81, 93; and withdrawing behavior, 34-36, 55, 56, 83, 84, 94; and non-compliant behavior, 40-42, 86, 87, 95
- Stendler, Celia, 11, 55
- Subjects: socio-economic status, 15, 16, 19-21; number of parents, 19; sex of parents reporting, 19; education of parents, 20, 21; age and sex of children, 20; number of children rated by teachers, 46
- Symonds, P. M., 100
- Teachers' responses: number, 46; analysis, 46-59
- Tryon, Caroline, 75
- Warner, W. L., 9, 10, 43, 98
- White, R., 99
- Wickman, E. K., 3, 5, 6, 13, 14, 17, 46, 91
- Withdrawing behavior: mean scores, 32, 53, 81, 82; age and sex differences, 33, 34, 53, 54, 81, 82, 94; and socio-economic status, 34-36, 55, 56, 83, 84, 94; specific traits, 37
- Young-Masten, Isabel, 6







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